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ABSTRACT

An important area of concern to university faculties and administrators is the effect upon students of the college environment. Are students pleased or dissatisfied? What is the source of their approval or dissatisfaction? The University of Wisconsin Center System sponsored a comprehensive system-wide survey of student opinion in 1975 for the purpose of learning more about its students and their attitudes and feelings toward their Centers. The Centers provide quality two-year liberal arts transfer programs in a small campus setting at fourteen geographically scattered locations for traditional and nontraditional students. The report of the survey accompanying this memorandum supplies empirically derived data from the fourteen campuses. In addition to data on student characteristics (e.g., age, marital status, employment, class attendance, family income), presented is survey data on how students feel about aspects of their respective Centers (e.g., students' influence, registration procedures, library resources, guidance, job placement, interaction with faculty, variety of courses, cost of books and supplies), as well as information about their academic and career goals. (Author)

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A SURVEY OF STUDENT OPINION

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The University of Wisconsin Center System

A SURVEY OF STUDENT OPINION

Herman M. Kroll

University of Wisconsin Center System
602 State Street
Madison, Wisconsin 53706

"Because I have attended this small Center, I have had more of a chance to become a person. Because of it, I know who I am and who I hope to be tomorrow. My interests have broadened and I have become more aware of my abilities and goals through the guidance of professional people who are willing to be friends. It has truly been the experience of my life."

Comment of one student attending the
University of Wisconsin Center System

FOREWORD

During the last several years institutions of higher education have experienced financial stress, changing attitudes of students and educators, and new demands by society on the educational system. Understandably, many research studies have been undertaken to assess the general health of these institutions and to provide a basis for decision-making and policy development that will ensure their stability.

An important area of concern to university faculties and administrators is the effect upon students of the college environment. Are students pleased or dissatisfied? What is the source of their approval or dissatisfaction? Since students are the consumers of education, it is logical, particularly in an era of consumerism, to take their opinions seriously and to use this feedback constructively in the formulation of educational policy.

The University of Wisconsin Center System sponsored a comprehensive system-wide survey of student opinion in 1975 for the purpose of learning more about its students and their attitudes and feelings toward their Centers. The report of the survey accompanying this memorandum supplies empirically derived data from the fourteen campuses. In addition to data on student characteristics (e.g., age, marital status, employment, class attendance, family income), the report presents survey data on how students feel about aspects of their respective Centers (e.g., students' influence, registration procedures, library resources, guidance, job placement, interaction with faculty, variety of courses, cost of books and supplies), as well as information about their academic and career goals.

To the many persons who were consulted and gave helpful suggestions, the University of Wisconsin Center System expresses its appreciation. I particularly wish to thank, for their cooperation, the deans of the fourteen Centers; staff members of the Center System's central administration; and Dr. Herman M. Kroll, Coordinator, Office of Academic Support Services, for his supervision of the survey and the writing of this report.

Center System students who responded to the survey deserve our warmest thanks since it was their effort which made this report possible.

Edward B. Fort
Chancellor
University of Wisconsin Center System

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UNIVERSITY OF WISCONSIN CENTER SYSTEM

Administrative Staff

Chancellor	Dr. Edward B. Fort
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Director of Research	Dr. Teresa Shen
Coordinator Academic Support Services	Dr. Herman M. Kroll
Registrar	Mrs. Gladys Meier
Coordinator Student Financial Aids	Mr. John Nametz
Director of Libraries	Professor Roger E. Schwenn
Director of Instructional Development	Dr. B. Eugene Koskey

Campus Deans

UWC-Baraboo/Sauk County	Dean Theodore Savides
UWC-Barron County	Dean John F. Meggers
UWC-Fond du Lac	Dean Willard Henken
UWC-Fox Valley	Dean Rue Johnson
UWC-Manitowoc County	Dean Michael Karnis
UWC-Marathon County	Dean William Peters
UWC-Marinette County	Dean William Schmidtke
UWC-Marshfield/Wood County	Dean Norbert E. Koopman
UWC-Medford	Dean Darwin Slocum
UWC-Richland	Dean Marjorie Wallace
UWC-Rock County	Dean Thomas Walterman
UWC-Sheboygan County	Dean Kenneth M. Bailey
UWC-Washington County	Dean Robert O. Thompson
UWC-Waukesha County	Dean Kenneth Oliver, Jr.

Academic Department Heads, 1975-76

Anthropology/Psychology/Sociology	Professor Donald Weast
Art and Music	Professor Jack Fitzgerald
Biological Sciences	Dr. Koby Crabtree
Business Administration and Economics	Dr. Yaqub Karkar
Chemistry	Dr. Robert Splies
Communication Arts	Professor Dean Graunke
Computer Science/Engineering/Physics	Dr. Dale Crisler
English/Literature/Philosophy	Dr. George Rodman
Foreign Languages	Dr. James Lange
Geography/Geology	Dr. Robert Finley
History and Political Science	Dr. Hung Mao Tien
Mathematics	Dr. Ghulam Shah
Physical Education and Athletics	Professor Jerrold Klingbeil

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I would also like to express my gratitude to the Chancellor of the Center System, Edward B. Fort, for supporting the project, and to the Deans of the fourteen Centers for their helpful advice about the questionnaire.

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And finally, but certainly not least of all, my thanks to the respondents, the many Center System students who took the time to answer our questions and, in many instances, added perceptive comments.

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Herman M. Kroll

Highlights

- The median age of UWCS students in 1975 was 20.
- More than 600 students (8 percent of the total) were older than 39.
- Students' median annual family income before taxes was $13,068.
- Ninety percent of the students agreed that, in the UWCS, they have been given the respect and responsibility of adults.
- More than three-quarters (78 percent) agreed that UWCS courses and activities they have participated in at their Centers have contributed a lot to their personal growth.
- Seven out of ten students agreed that their professors seem interested in them as individuals.
- Two-thirds of the students thought that the library resources at their Centers were very helpful in their academic work.
- Seven out of ten students agreed that they had been able to get help they needed in choosing their courses and program.
- One-quarter of the students thought that the costs of books and supplies were a real problem to them.
- A little over half (58 percent) of the students thought that their Center offered them enough variety of courses to meet their needs and interests.
- Asked to pick their educational goals from a list of eight, more students chose the following as their first choice: To acquire background for further study in some professional or scholarly field.
- Asked what they expect their major field to be, more students selected Business (14 percent), Health Services (13 percent), and Education (12 percent).
- Almost three-quarters (73 percent) of the students indicated that they would attend a University of Wisconsin four-year campus upon completion of their studies at their Center.
- The three UW campuses that most UWCS students planned to attend were: UW-Madison (22 percent), UW-Milwaukee (14 percent), and UW-Oshkosh (11 percent).

A SURVEY OF STUDENT OPINION

Herman M. Kroll

Introduction

Student Opinion and College Administration

The idea of using student opinion to guide the course of an educational institution in its planning, policies and procedures may be repugnant to some people. 'Students should come to college to be taught, not to tell us how to teach, or what to teach, or how to run the institution', is the kind of remark one might hear. Obviously, students, faculty and administrators may view the educational process from differing and, sometimes, conflicting perspectives. For example, a statement in the present survey, to which students were asked to respond, was, "My professors have set standards that are difficult to achieve." Shown the statement, one faculty member said, "I hope so." Clearly, differing philosophical assumptions about education may directly affect educational practice; and some may question the utility of an inquiry into the views of students if, to begin with, those views grow out of assumptions and beliefs that may be quite different from those of faculty and administrators.

The argument in favor of soliciting student opinions is research oriented. That is, if we view students as "consumers" of education, then a survey of student opinion is simply a form of market research. Various assumptions, of course, underlie such research. We assume that students will give their opinions without prejudice and that they will not grind axes. We assume that their expectations about an institution may have an effect upon their opinions of it. We assume, further, that students' preferences, expressed through a survey, may not really assist an institution in satisfying their educational needs, simply because it is possible that, at times, students themselves may not know what is

best for them educationally. Conversely, we assume that when students say they dislike something, the object of their dislike may not necessarily be harming them educationally. (Bad-tasting medicine sometimes cures.)

In other words, student opinion may be useful, but its usefulness has limits. Opinions cannot reliably measure the efficiency or effectiveness of a particular process, situation, or service. But opinions do provide clues. They can suggest that something is right or wrong, that something can be improved. If opinions have been elicited in a statistically sound framework, they can be used constructively as a starting point for further investigation. This is one assumption of the present study, the source of its general intent.

The UW Center System

The University of Wisconsin System, which is currently responsible for the education of approximately 140,000 students statewide, consists of thirteen four-year universities and two statewide separately defined institutions with the mission of extending the educational thrust of the University throughout the state. One of the latter institutions is called University Extension; the other is the UW Center System (UWCS).

The UWCS is a unique composite of fourteen geographically scattered undergraduate campuses, or "Centers", each having a mission of providing a quality two-year liberal arts transfer program wherein educational opportunities are made available, in a small campus setting, for traditional 18-22 year old students, as well as non-traditional students 25 years of age and older. Enrollments at the fourteen Centers during the period of this survey ran from about 140 at UW Center (UWC) Medford, to more than 1400 at UWC-Waukesha (see Table 29, Appendix A.)

The UWCS is a statewide institution. In the northwestern part of the state it is represented by the Barron County Center. In the north central area it is represented by the Medford/Marathon County, and Marshfield/Wood County Centers. In the northeast it is represented by the Marinette County Center. In the eastern

area UWCS Centers are located at Fox Valley, Manitowoc, Fond du Lac, and Sheboygan. In the southeast there are UWCS Centers in Washington County, Waukesha County, and Rock County. And, finally, in the south central/west, the UWCS is represented by the Centers in Richland and Baraboo/Sauk Counties.

The UWCS, through its fourteen Centers, provides for a wide range of curricular offerings in the liberal arts, as well as curricular endeavors in the pre-professional areas along with classes in adult and continuing education.

The UWCS emphasizes small classes, personalized instruction, smooth transition from high school to colleges, and transferability of university credits. Students may earn the associate in arts and associate in sciences degrees.

The select mission of the UWCS is to offer a quality, two-year, liberal arts transfer program wherein educational opportunities are made available to all students, many of whom could not otherwise afford them. The physical facilities of the Centers were constructed with taxes paid by the people of the counties and cities in which they are located, to serve this purpose, and also to assume special responsibilities in meeting the educational and cultural needs of the people in their immediate service areas.

The select mission includes:

(a) Commitment to the delivery of personalized education, with a special emphasis on teaching excellence.

(b) Commitment to the development, testing and use of more effective teaching methods in support of teaching excellence.

(c) Planning and delivery of paraprofessional programs designed to meet the occupational needs of students and communities in cooperation with the State Vocational, Technical and Adult Education System in ways consistent with statutory differentiation of the missions of the UW System and the state VTAE System.

(d) Serving as educational centers, through which information and university programs are delivered (with the cooperation of other units of the university)

to the people of their immediate service areas as an integral part of the total University of Wisconsin System outreach effort.

(e) Providing opportunities for cultural enrichment in their immediate service areas.

The fourteen Centers, with their faculties, Deans and support staffs, are centrally supported by a Chancellor, Assistant Chancellor for Academic Affairs, and Directors for Research, Business Affairs, Public Information, and Instructional Development. The central office for the UWCS is located in Madison, the state's capital, adjacent to the campus of the largest four-year University, UW-Madison.

Past Research To reach a better understanding of the college environment, or "climate", various systematic research techniques have been tried. Objective measuring instruments have been developed which attempt to discover more about an institution than, say, its type, control, location and size. Some instruments have attempted to measure the institutional climate by surveying students. The first attempt was the College Characteristics Index (CCI) of Pace and Stern (1958), later reanalyzed by Pace (1960, 1963) to produce the College and University Environment Scales (CUES). Astin (1968, 1971) factor analyzed more than 400 items of student data to develop the Inventory of College Activities (ICA). A fourth method was derived from the Questionnaire on Student and College Characteristics (QSCC) of the Educational Testing Service by Centra (1970). According to Bayer (1975), " . . . certain scales from these various measurement devices overlap considerably (p. 551)."

While these measuring instruments have provided new insights into college environmental factors, it is important to bear in mind that obtaining information via student opinion has not yet been demonstrated to be an absolutely dependable research tool. As Bayer (1975) puts it, " . . . while it is generally assumed that student-derived 'climate' measures reflect factual information about the

institution -- including faculty attributes and behavior -- this assumption has not been tested systematically (p. 551)."

Cross (1968) reviewed junior college student characteristics and suggested several areas about which students could provide useful information. Thus:

- o Goals, aspirations, reasons for attending college;
- o Experiences in college: with classes, teachers, programs, services;
- o Financial needs.

These areas were the main areas of interest in the present study.

Fenske and Scott (1973) synthesized the results of three empirical studies of college students' goals, plans and background characteristics which guided the writing of some questions in the present study's questionnaire. Centra (1970) developed a questionnaire on student and college characteristics which guided the writing of items relevant to the Center System student. And Warren and Roelfs (1972) described the development of a questionnaire through which junior college students described their college experiences. This latter instrument was extensively tested and revised more than once, resulting finally in a 157-item questionnaire. Some of these items were adapted for use in the present study, to the circumstances and conditions unique to the UWCS.

Following Warren and Roelfs (1972), several criteria guided the development of the present survey's questionnaire, including:

- o Results of the survey were to be understandable to junior college staff members and students without the need for interpretation by a researcher or methodologist;
- o Simplicity and directness were to be major goals, both in the content and wording of the items and in the nature of the information provided in the results;
- o Each item should be capable of standing alone, providing useful information independently of other items;

- o The respondents were to be students who had had a minimum of about one semester's experience in the Center System;
- o The questionnaire would be kept as brief as possible for the sake of economy and to insure a high rate of response;
- o The questionnaire would not seek information, except in the most general way, about instructional effectiveness, i.e., faculty performance.

Focus of the Present Study

The primary focus of this study was the obtaining of student opinion data on qualitative aspects of the college environment, via a mail sample survey, in the 14-campus lower-division Center System of the University of Wisconsin. One objective of the study was to obtain a "profile" of the typical Center System student for the purpose of planning and improving educational programs and services. Another objective of the study was to provide student feedback to administrators and faculty of the Center System that might be useful in planning and/or revising various aspects of the college environment and the educational program.

Student Characteristics

Although the present survey was mainly an attempt to elicit the opinions of students on diverse topics related to their experience at UWCS Centers, a secondary objective was to secure information about students themselves. One section of the survey questionnaire asked for information on the following: sex; age; marital status; living with parents or not; employed full-time, part-time, or not employed; number of hours per week that students work; type of work students do; time of day students attend classes; number of credit hours taken; and student's annual family income (before taxes). The information thus obtained follows:

- Students were almost equally divided between men and women.

Men/Women	Number	Percent[a]
Total	1498	100.0
Men	764	51.0
Women	728	48.6
No report	6	.4

- The median age of UWCS students in 1975 was 20.
- About one-quarter of the students were older than 24.
- Based upon a total of 7627 enrolled students, 8 percent, or more than 600, were older than 39.

Age		
Total	1498	100
Under 18	30	2
18-19	644	43
20-21	285	19
22-24	150	10
25-29	120	8
30-39	135	9
40-59	89	6
60 or older	30	2
No report	15	1

- Single students outnumbered marrieds by almost 3 to 1.

Marital status		
Total	1498	100
Single	1108	74
Married	390	26
No report	-	-

- Sixty percent of the students lived with their parents.

Live with parents or not		
Total	1498	100
Living with parents	899	60
Not living with parents	524	35
No report	75	5

- Almost two-thirds (64 percent) of the students were employed, part-time or full-time.

Employment		
Total	1498	100
Employed full-time	285	19
Employed part-time	674	45
Not employed	524	35
No report	15	1

[a]Percents may not add to totals because of rounding.

- The median hours per week that students worked was 21.

Hours per week students work	Number	Percent[a]
Total	1498	100
None	524	35
1-5	30	2
6-10	105	7
11-20	314	21
21-30	180	12
Over 30 hours	285	19
No report	60	4

- Of those employed, almost two-thirds (62 percent) did either some kind of clerical work or private household and service work.

Type of work students do		
Total	1498	100
Professional/technical	105	7
Farmer	0	0
Manager/officials/proprietors	90	6
Clerical and kindred workers	225	15
Sales	60	4
Craftsmen/foremen (skilled workers)	30	2
Semi-skilled workers and apprentice craftsmen	60	4
Private household and service work	344	23
Not employed	524	35
No report	60	4

- Three-quarters of the students attended classes mornings or afternoons or evenings. Twelve percent reported attending classes all day, i.e., mornings and afternoons.

Time of day students attend class		
Total	1498	100
Mornings	689	46
Afternoons	240	16
Evenings	195	13
Days & Evenings	120	8
Mornings & afternoons	180	12
Mornings & evenings	15	1
Afternoons & evenings	14	1
No report	45	3

[a] Percents may not add to totals because of rounding.

- The median credit hours taken was 13.

Number of credit hours taken	Number	Percent[a]
Total.	1498	100
Less than 8	360	24
8-11	164	11
12-15	509	34
More than 15. . . .	360	24
No report	105	7

- Students' median annual family income before taxes was $13,068[b]

Annual family income (before taxes)		
Total.	1498	100
Under $ 5,000 . . .	128	8
$ 5,000 - $ 7,999 .	125	8
$ 8,000 - $ 9,999 .	137	9
$10,000 - $14,999 .	417	28
$15,000 - $19,999 .	232	15
$20,000 - $24,999 .	118	8
$25,000 - $29,999 .	55	4
$30,000 and over. .	80	5
No report	206	14

[a]Percents may not add to totals because of rounding.

[b]Because of the relatively large number of non-responses ("no report") it is possible that the median income reported may be incorrect. Some students probably did not know the exact extent of their family's income.

Feelings About the Institution

Students' Perception of Their Influence. Many college students say they have little or no influence on their institutions. To get an idea of what Center System students thought, the present survey asked students to respond to the statement, "Center students have enough voice in faculty and administrative decisions affecting them." As Table 1 indicates, 41 percent of the students agreed with the statement, on a systemwide basis, 19 percent disagreed and 40 percent were not sure. Thus, 59 percent either were not sure or did not think that they had enough voice in decision-making on their campuses.

Are Students Respected? Although Center System students had some doubt about their influence upon decisions made by faculty and administrators, they were more positive about the way they are treated as people. As Table 2 indicates, 90 percent of the students agreed with the statement, "In general, students here are given the respect and responsibility of adults." Five percent of the students disagreed with the statement and 5 percent were not sure. Notably, at UWC-Medford, not a single student responded negatively to the statement.

Students were also strongly in agreement with the statement, "In general the rules and regulations are pretty relaxed here; people don't feel hassled." As Table 3 indicates, 92 percent of the students agreed with the statement, 3 percent disagreed and 5 percent were not sure. Very few students in any of the Centers disagreed with the statement.

Perceptions of the College Environment. A college, or Center, consists of something more than its campus, buildings, library, students, faculty and administrators. At the best institutions there is an unmistakable "spirit of place" that pervades the environment, making it appealing or not. Things that happen on

Table 1

Response to: Center students have enough voice in faculty and administrative decisions affecting them.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	Total
All (N=1498)	19	40	41	100
Baraboo (N=130)	20	31	49	100
Barron (114)	25	26	49	100
Fond du Lac (106)	19	44	37	100
Fox Valley (92)	13	51	37	100
Manitowoc (118)	10	34	57	100
Marathon (98)	32	38	30	100
Marinette (120)	29	30	41	100
Marshfield (106)	19	37	44	100
Medford (101)	10	21	69	100
Richland (89)	12	25	64	100
Rock (93)	15	42	42	100
Sheboygan (113)	18	40	42	100
Washington (111)	19	35	46	100
Waukesha (107)	18	49	33	100

Table 2

Response to: In general, students here are given the respect and responsibility of adults.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	Total
All (N=1498)	5	5	90	100
Baraboo (N=130)	6	5	90	100
Barron (114)	5	3	92	100
Fond du Lac (106)	7	2	91	100
Fox Valley (92)	3	2	94	100
Manitowoc (118)	8	3	89	100
Marathon (98)	6	3	91	100
Marinette (120)	6	3	91	100
Marshfield (106)	3	4	93	100
Medford (101)	0	1	99	100
Richland (89)	7	6	87	100
Rock (93)	3	4	92	100
Sheboygan (113)	6	4	89	100
Washington (111)	4	2	94	100
Waukesha (107)	6	11	83	100

Table 3

Response to: In general, the rules and regulations are pretty relaxed here; people don't feel hassled.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	Total
All (N=1498)	3	5	92	100
Baraboo (N=130)	5	2	94	100
Barron (114)	5	3	92	100
Fond du Lac (106)	2	4	94	100
Fox Valley (92)	1	2	97	100
Manitowoc (118)	2	4	93	100
Marathon (98)	3	6	91	100
Marinette (120)	3	5	92	100
Marshfield (106)	5	2	93	100
Medford (101)	0	2	98	100
Richland (89)	6	6	88	100
Rock (93)	4	8	88	100
Sheboygan (113)	4	8	88	100
Washington (111)	2	5	94	100
Waukesha (107)	1	7	92	100

a campus, some trivial, some important, including social events and entertainments, also make a difference between a campus that students like and one they are apathetic about.

The survey attempted to explore these environmental considerations by asking students to respond to the following three statements: (1) "I like the present arrangement that provides cultural events at my Center -- art exhibits, theater, concerts, etc."; (2) "In general, the Center I attend is a place where students just go to class; not much else happens there"; and (3) "I feel that courses and activities I have participated in at the Center have contributed a lot to my own personal growth."

In the systemwide response to statement (1) above, about cultural events, 71 percent of the students agreed with it, 15 percent disagreed and 14 percent were not sure. (See Table 4).

In response to statement (2) above, (. . . the Center I attend is a place where students just go to class . . . .) 27 percent of the students agreed with it on a systemwide basis, 61 percent of the students disagreed and 12 percent were not sure (see Table 5).

In response to statement (3) above, (about courses and activities contributing to personal growth) on a systemwide basis, 78 percent of the students agreed with it, 9 percent disagreed, and 13 percent were not sure (see Table 6).

Table 7 presents the three statements (1, 2, and 3) discussed in the foregoing paragraphs with the percentage of students responding "Definitely Yes" or "Yes" to them, by Center.

Students and Professors. Although the survey sought information from students about their relationship to professors, it did not concern itself with students' opinions about instructional methodology or the quality of

Table 4

Response to: I like the present arrangement that provides cultural events at my Center -- art exhibits, theater, concerts, etc.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	Total
All (N=1498)	15	14	71	100
Baraboo (N=130)	12	7	81	100
Barron (114)	13	8	79	100
Fond du Lac (106)	23	13	64	100
Fox Valley (92)	11	24	66	100
Manitowoc (118)	20	14	66	100
Marathon (98)	19	21	60	100
Marinette (120)	9	11	80	100
Marshfield (106)	4	3	93	100
Medford (101)	15	13	72	100
Richland (89)	7	6	87	100
Rock (93)	8	11	80	100
Sheboygan (113)	18	14	68	100
Washington (111)	22	20	58	100
Waukesha (107)	15	15	69	100

Table 5

Response to: In general, the Center I attend is a place where students just go to class; not much else happens there.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	Total
All (N=1498)	61	12	27	100
Baraboo (N=130)	65	6	29	100
Barron (114)	76	7	17	100
Fond du Lac (106)	60	15	25	100
Fox Valley (92)	62	15	23	100
Manitowoc (118)	66	9	24	100
Marathon (98)	43	14	42	100
Marinette (120)	67	12	22	100
Marshfield (106)	82	7	12	100
Medford (101)	86	6	7	100
Richland (89)	71	11	18	100
Rock (93)	60	7	33	100
Sheboygan (113)	56	12	31	100
Washington (111)	50	16	34	100
Waukesha (107)	56	14	30	100

Table 6

Response to: I feel that courses and activities I have participated in at the Center have contributed a lot to my own personal growth.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	Total
All (N=1498)	9	13	78	100
Baraboo (N=130)	6	10	84	100
Barron (114)	8	5	87	100
Fond du Lac (106)	6	11	83	100
Fox Valley (92)	6	14	80	100
Manitowoc (118)	9	11	80	100
Marathon (98)	13	18	69	100
Marinette (120)	8	7	85	100
Marshfield (106)	6	13	81	100
Medford (101)	4	10	86	100
Richland (89)	4	13	84	100
Rock (93)	6	12	82	100
Sheboygan (113)	14	18	68	100
Washington (111)	12	10	77	100
Waukesha (107)	11	15	74	100

Table 7

Perceptions of the college environment: Percentages of students responding, by Center, "Definitely Yes" or "Yes" to three statements.

Statement	Percentage Responding															
	All Centers	Centers*														No Report
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1. I like the present arrangement that provides cultural events at my Center -- art exhibits, theater, concerts, etc.	71	81	79	64	66	66	60	80	93	72	87	80	68	58	69	% 6
2. In general, the Center I attend is a place where students just go to class; not much else happens there.	27	29	17	25	23	24	42	22	12	7	18	33	31	34	30	5
3. I feel that courses and activities I have participated in at the Center have contributed a lot to my own personal growth.	78	84	87	83	80	80	69	85	81	86	84	82	68	77	74	5

*Code for Centers: 1-Baraboo; 2-Barron; 3-Fond du Lac; 4-Fox Valley; 5-Manitowoc; 6-Marathon; 7-Marinette; 8-Marshfield; 9-Medford; 10-Richland; 11-Rock; 12-Sheboygan; 13-Washington; 14-Waukesha.

teaching. Student evaluation of the faculty would have required an entirely different kind of measuring instrument from the one that was used. Moreover, it was not the purpose of the present survey, either in design or execution, to engage in a process of faculty evaluation via student opinion.

What the present survey did attempt to do was to obtain some information from students that would convey to other students, to the faculty and to administrators an indication of feelings students had about faculty and the interaction between them.

First, students were asked to respond to the statement, "My professors have set standards that are difficult to achieve." Few students responded to this statement affirmatively. Thus, on a systemwide basis, 15 percent of the students agreed with the statement, 70 percent disagreed and 15 percent were not sure (see Table 8).

Second, students were asked to respond to the statement, "Most of my professors seem interested in me as an individual." On a systemwide basis, 72 percent of the students agreed with the statement, 14 percent disagreed, and 14 percent were not sure (see Table 9).

Third, students were asked to respond to the statement, "Professors and undergraduates at my Center get together often outside the classroom." The systemwide response to the statement was not strongly affirmative, and there was some uncertainty expressed. Thus, 46 percent of the students agreed with the statement on a systemwide basis, 21 percent disagreed and 33 percent were not sure (see Table 10). Interestingly, some Centers did respond much more affirmatively to the statement than the systemwide average: UWC-Baraboo (61 percent); UWC-Manitowoc (76 percent); UWC-Medford (83 percent); and UWC-Richland (65 percent). Since the Centers at Manitowoc, Medford, and

Table 8

Response to: My professors have set standards that are difficult to achieve.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	Total
All (N=1498)	70	15	15	100
Baraboo (N=130)	80	11	8	100
Barron (114)	72	14	13	100
Fond du Lac (106)	82	14	4	100
Fox Valley (92)	72	20	8	100
Manitowoc (118)	71	16	14	100
Marathon (98)	40	22	37	100
Marinette (120)	77	15	8	100
Marshfield (106)	65	12	23	100
Medford (101)	81	17	2	100
Richland (89)	82	12	6	100
Rock (93)	70	9	21	100
Sheboygan (113)	61	18	21	100
Washington (111)	72	11	16	100
Waukesha (107)	71	14	14	100

Table 9

Response to: Most of my professors seem interested in me as an individual.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	Total
All (N=1498)	14	14	72	100
Baraboo (N=130)	10	9	81	100
Barron (114)	8	5	87	100
Fond du Lac (106)	10	16	73	100
Fox Valley (92)	14	14	73	100
Manitowoc (118)	11	11	78	100
Marathon (98)	21	18	61	100
Marinette (120)	7	14	79	100
Marshfield (106)	11	11	79	100
Medford (101)	4	5	91	100
Richland (89)	6	7	87	100
Rock (93)	16	18	66	100
Sheboygan (113)	16	17	67	100
Washington (111)	12	19	69	100
Waukesha (107)	19	13	68	100

Table 10

Response to: Professors and undergraduates at my Center get together often outside the classroom.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	Total
All (N=1498)	21	33	46	100
Baraboo (N=130)	13	25	61	100
Barron (114)	18	30	52	100
Fond du Lac (106)	16	34	50	100
Fox Valley (92)	16	36	48	100
Manitowoc (118)	6	18	76	100
Marathon (98)	35	39	26	100
Marinette (120)	14	30	55	100
Marshfield (106)	29	37	34	100
Medford (101)	4	13	83	100
Richland (89)	12	23	65	100
Rock (93)	17	42	41	100
Sheboygan (113)	24	41	34	100
Washington (111)	22	30	48	100
Waukesha (107)	27	34	39	100

Richland Center are among those Centers with the smallest number of students, there appears to be a correlation here between Center size and student-faculty interaction outside the classroom. Bayer (1975) noted that " . . . the institution's structure -- particularly its size -- persists as a strong determinant of the institutional environment (page 562)." Among Centers at which more students disagreed with the statement (about professors and undergraduates getting together outside the classroom) than the systemwide average response were: UWC-Marathon (35 percent); UWC-Marshfield (29 percent); and UWC-Waukesha (27 percent). These Centers, as well as those at Fond du Lac, Fox Valley, Rock and Sheboygan are among the Centers with larger enrollments. In each case, there was either strong disagreement with the statement or a high degree of uncertainty expressed through "not sure," lending support to the argument that size of a Center affects the environment, specifically student-faculty interaction.

How Students Regard Their Centers. In an attempt to obtain an overall evaluation from students of their Centers, the survey questionnaire asked, "Are there any comments or further descriptions of your Center (favorable or unfavorable) that you would like to offer? Can you think of a brief statement that captures the uniqueness or flavor of your Center?" Non-responses to the question on a systemwide basis totaled 38 percent of the sample. This is not too surprising considering that the question required the respondent to develop his or her own evaluative statement. The responses of the remaining 62 percent of the sample (representative of an estimated 4736 students) were categorized as "Positive", "Negative", "Neutral", and "Mixed". The responses were categorized by a professional coder employed by the Wisconsin Survey Research Laboratory. She was instructed to read each statement and evaluate it according to the categories mentioned. On a systemwide basis, computing from the results in Table 11,

Table 11

Response to: Are there any comments or further descriptions of your Center (favorable or unfavorable) that you would like to offer? Can you think of a brief statement that captures the uniqueness or flavor of your Center?

Centers	Positive	Negative	Neutral	Mixed	No Comments	Total
	Percentage Responding					
	Percent					
All	42	8	4	9	38	100
Baraboo	55	5	4	7	28	100
Barron	59	4	1	5	31	100
Fond du Lac	43	14	0	8	34	100
Fox Valley	39	7	0	9	46	100
Manitowoc	34	14	1	12	39	100
Marathon	29	9	6	8	48	100
Marinette	49	7	1	11	32	100
Marshfield	44	6	5	6	40	100
Medford	62	5	0	6	27	100
Richland	60	2	3	7	28	100
Rock	44	10	3	6	36	100
Sheboygan	31	8	9	12	40	100
Washington	39	4	6	12	40	100
Waukesha	37	7	7	9	38	100

67 percent of the responding students' statements about their Centers were evaluated as positive, 12 percent were negative, 6 percent were neutral and 14 percent were mixed. Among Centers at which more of the responding students were positive in their statements than the systemwide average were UWC-Baraboo (77 percent); UWC-Barron (85 percent); UWC-Medford (85 percent); and UWC-Richland (82 percent). Among Centers at which more of the responding students were negative in their statements than the systemwide average were: UWC-Fond du Lac (22 percent) and UWC-Manitowoc (24 percent).

What They Said: The Students' Comments

Statistics cannot convey the expressiveness of many of the students' comments. Some comments provided insights unanticipated by the questionnaire. Approximately half of the more than 900 responses to Question 10 were randomly selected and read by the author. Some statements were carefully composed and serious evaluations. Many revealed strong feelings. A few were facetious, and a few took the opportunity to complain about something unique in the student's situation. (A police officer felt that Centers should offer courses in aspects of law enforcement.) Overall, there were recurring themes, as follows:

- The friendliness, warmth and interest of the faculty.
- The close relationship between students and teachers.
- The individual attention students receive.
- The feeling that the faculty were helpful and caring.
- The advantages of a small campus where "warmth and togetherness" prevail (instead of the impersonality of a large university) and where students are on a "first-name basis" with their teachers.
- For students who are undecided about attending college because of the expense, Centers provide an inexpensive opportunity to "get a taste of college life."

- The chance to earn a college degree while, at the same time, holding a job in one's community.
- The opportunity to obtain high quality education that is inexpensive and near to one's home.
- The strongly expressed feeling that none of the Centers should be closed down: "The Center System has brought education to the people of Wisconsin."
- The importance of the Center System for the continuing education of adults: "I feel that the Centers are an important part of the University System because they offer people of all ages a chance to get a further education. Without the Centers many people, myself for example, would have no way to continue my education on a part-time basis."
- The value of the Centers for older students and retired persons: "The Center has given many people the opportunity to improve themselves and their lives, which is just as important as providing a liberal education for young people."
- Centers are valuable resources for women who may not have had an opportunity to attend college because of their family responsibilities. A middle-aged mother of five children, just beginning college said: "I feel as if someone has handed me a new life."
- Centers are cultural resources which enrich their communities with concerts, theater, art exhibits and many other kinds of events: "The Center has transformed a small, quiet, provincial community into an intellectually and culturally aware city."

Not all comments were positive, of course, as Table 11 indicates. Eight percent of the responses were negative, four percent were neutral, and nine percent were mixed. Moreover, non-responses to Question 10 on a systemwide basis

were 38 percent of the sample, perhaps an indication in itself, in some cases, of neutral feeling or disapproval. Some of the concerns of the respondents included the following:

- The Center System curriculum should be broader, have more depth and variety. (A few students perceived that while small campuses have social advantages, by the very nature of things they cannot offer the menu of courses obtainable at larger institutions.)
- More courses should be offered in biology, psychology, sociology, and English.
- More courses should be offered at night, afternoons, and during the summer.
- Tests should be given "that would give us college credit for things we already know."
- Not enough students take an interest in campus extracurricular activities.
- Some Centers are too much like high school: students retain their high school cliques; and the "atmosphere" of college is missing.
- If Center libraries were better supplied and could stay open longer, the price of books would not be such a problem.
- It should be easier to transfer college credit within the University of Wisconsin System and find out specific program requirements at different campuses.
- Facilities for physical education (e.g., gymnasia) should be built and existing ones improved.

Needs and Experiences

It would be difficult, if not impossible, to identify one set of needs peculiar to Center System students. The survey explored several needs on the assumption that they were germane to students at the present time.

Class Schedules. It was assumed that students need to attend classes at times convenient to them. The analysis of the data was done in four ways, that is, for students employed part-time, full-time, not employed, and for all students regardless of employment.

First, excluding the question of employment, responses were obtained to the statement, "Classes are scheduled at convenient times." As Table 12 indicates, 73 percent of the students agreed with the statement, 15 percent disagreed, and 11 percent were not sure.

After examining the response of students to the statement about class scheduling for the Center System as a whole, responses to the statement were obtained for only those students who were employed part-time. The part-timers' average response systemwide was almost identical to the response of all students regardless of employment -- Yes (74 percent), No (14 percent), and Not Sure (10 percent).

Responses to the class scheduling statement were also analyzed for students employed full-time. In this case, the systemwide average response was somewhat different to the responses from all students, on the one hand, and from students employed part-time, on the other. Students employed full-time indicated somewhat less agreement with the class scheduling statement. For the system as a whole, 65 percent of the full-time employed students agreed that classes were scheduled at convenient times; 17 percent disagreed and 14 percent were not sure.

As might be expected, students who were not employed and who responded to

the class scheduling statement did not, on the whole, find the scheduling of classes inconvenient.

Table 13 presents percentages of students, categorized by employment and by Center, who responded "Definitely Not" or "No" to the statement, "Classes are scheduled at convenient times."

Registration Procedure. One of the most disconcerting events for college students at some institutions is the process in which students register (enroll) to attend classes. Some students have characterized the process as dehumanizing because of the hours they must spend standing in line to have forms filled out and signed and to have cashiers accept tuition payments. With this kind of situation in mind, the present survey asked Center System students to respond to the statement, "At my Center, registration procedures are a real burden." This statement, as Table 14 indicates, was disagreed with by 81 percent of the students on a systemwide basis. Fourteen percent agreed with the statement, and 5 percent were not sure.

Table 12

Response to: Classes are scheduled at convenient times.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	Total
All (N=1498)	15	11	73	100
Baraboo (N=130)	16	8	76	100
Barron (114)	8	9	83	100
Fond du Lac (106)	18	9	73	100
Fox Valley (92)	18	16	67	100
Manitowoc (118)	11	8	80	100
Marathon (98)	14	12	73	100
Marinette (120)	9	9	81	100
Marshfield (106)	8	12	80	100
Medford (101)	9	7	84	100
Richland (89)	8	7	85	100
Rock (93)	16	12	71	100
Sheboygan (113)	14	11	75	100
Washington (111)	20	10	69	100
Waukesha (107)	19	14	67	100

Table 13

Percentages of Students Categorized by Employment and by Center, Responding "Definitely Not" or "No" to the Statement: Classes Are Scheduled At Convenient Times

	STUDENTS			
		Employment		
	All	Part-Time	Full-Time	Not Employed
	Percent	Percent	Percent	Percent
All Centers	15	14	17	14
Baraboo	15	19	24	6
Barron	8	6	8	8
Fond du Lac	18	17	19	18
Fox Valley	17	26	9	12
Manitowoc	11	12	20	8
Marathon	14	8	40	9
Marinette	9	6	12	12
Marshfield	8	10	0	8
Medford	9	8	25	4
Richland	8	7	8	10
Rock	16	22	21	4
Sheboygan	14	10	17	15
Washington	20	19	18	21
Waukesha	19	15	18	26

Table 14

Response to: At my Center, registration procedures are a real burden.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	Total
All (N=1498)	81	5	14	100
Baraboo (N=130)	93	2	5	100
Barron (114)	91	4	4	100
Fond du Lac (106)	68	4	28	100
Fox Valley (92)	82	3	15	100
Manitowoc (118)	88	3	8	100
Marathon (98)	84	8	8	100
Marinette (120)	93	2	5	100
Marshfield (106)	71	5	24	100
Medford (101)	95	5	0	100
Richland (89)	86	7	7	100
Rock (93)	81	4	14	100
Sheboygan (113)	88	2	10	100
Washington (111)	75	6	19	100
Waukesha (107)	75	8	17	100

Library Resources. The intellectural core of a college has often been held to be its library. The size of the book collection is important, of course, but some would argue that the newness, relevance, and quality of the collection may be as important as its size. Apart from the collection itself, the value of a library to students may stand or fall upon the service rendered by the library staff. To obtain some idea of students' attitude toward their Center's library, the survey asked them to respond to the general statement, "The library resources of the Center are very helpful in my academic work." As Table 15 indicates, 67 percent of the students on a systemwide basis agreed with the statement, 16 percent disagreed and 17 percent were not sure.

Counseling and Guidance (Student Personnel Services). Center System students come from all parts of Wisconsin, from rural and urban areas. Some of them are more informed than others about the collegial process and what is expected of students. Obviously, whatever planning help and guidance they receive at a Center may be crucial to their success in college. For this reason, students were asked to respond to the statement, "I have been able to get help I needed in choosing my courses and program." As Table 16 indicates, 73 percent of the students agreed with the statement, 14 percent disagreed, and 13 percent were not sure.

Job Placement. Since many students in the Center System have relatively low family incomes (17 percent had less than $ 8,000 annual family income before taxes), it has probably been necessary for many to obtain part-time work while attending college. Information on how successful students have been in obtaining job placement assistance from their Centers was sought by asking students to respond to the statement, "I have been able to get help at my Center in finding a part-time or temporary job." Computing from Table 17, and considering only those students who responded, on a systemwide basis 22 percent of the

Table 15

Response to: The library resources of the Center are very helpful in my academic work.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	Total
All (N=1498)	16	17	67	100
Baraboo (N=130)	8	4	88	100
Barron (114)	6	12	82	100
Fond du Lac (106)	18	15	67	100
Fox Valley (92)	28	25	48	100
Manitowoc (118)	16	25	59	100
Marathon (98)	30	22	48	100
Marinette (120)	9	10	81	100
Marshfield (106)	13	10	77	100
Medford (101)	4	14	82	100
Richland (89)	4	7	89	100
Rock (93)	13	6	82	100
Sheboygan (113)	11	23	66	100
Washington (111)	17	11	72	100
Waukesha (107)	17	23	60	100

Table 16

Response to: I have been able to get help I needed in choosing my courses and program.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	Total
All (N=1498)	14	13	73	100
Baraboo (N=130)	14	9	77	100
Barron (114)	10	9	81	100
Fond du Lac (106)	12	15	73	100
Fox Valley (92)	7	11	82	100
Manitowoc (118)	33	14	52	100
Marathon (98)	23	8	69	100
Marinette (120)	6	6	87	100
Marshfield (106)	22	13	65	100
Medford (101)	10	7	83	100
Richland (89)	4	6	90	100
Rock (93)	9	10	81	100
Sheboygan (113)	11	14	74	100
Washington (111)	15	8	76	100
Waukesha (107)	17	21	62	100

Table 17

Response to: I have been able to get help at my Center in finding a part-time or temporary job.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	No response	Total
				Percent	
All (N=1498)	27	17	13	43	100
Baraboo (N=130)	25	12	12	51	100
Barron (114)	22	20	24	33	100[a]
Fond du Lac (106)	31	26	8	36	100[a]
Fox Valley (92)	23	16	8	53	100
Manitowoc (118)	30	16	18	36	100
Marathon (98)	41	16	13	30	100
Marinette (120)	23	12	17	48	100
Marshfield (106)	33	13	12	42	100
Medford (101)	33	16	11	41	100[a]
Richland (89)	18	7	35	40	100
Rock (93)	17	24	9	50	100
Sheboygan (113)	28	26	7	38	100[a]
Washington (111)	28	15	5	51	100[a]
Waukesha (107)	20	17	11	52	100

[a]Percents may not add to totals because of rounding.

students agreed with the statement, 46 percent disagreed and 32 percent were not sure. The relatively large number of students not answering this question were, perhaps, not seeking employment.

The unusually high percentage of students at UWC-Richland who evidently felt that they had been helped at that Center in obtaining part-time or temporary work may perhaps be attributed to the fact that an arrangement between the Center and the local Chamber of Commerce has resulted in employment for almost every student who has sought it.[a]

College Expense. Although the Center System survey did not address the question of college costs in depth by asking students their opinion of, for example, Center System tuition and fees, the survey did seek some information about the impact of costs by asking students to respond to the statement, "The costs of books and supplies have been a real problem to me." As Table 18 indicates, relatively few students expressed agreement with the statement on a systemwide basis. Thus, 25 percent of the students agreed that the costs of books and supplies were a real problem, 67 percent did not agree and 7 percent were not sure.

An interesting aspect of students' response to the statement on the costs of books and supplies is the response expressed by students at three Centers: more than 90 percent of the students surveyed at UWC-Barron, UWC-Medford, and UWC-Richland indicated that the costs of books and supplies were not a problem. On the basis of family income data, it seems unlikely that students at these three Centers would have so little concern about costs. A possible source of bias affecting responses to this statement may be the fact that students at

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[a]Personal communication, Dean Marjorie E. Wallace

Table 18

Response to: The costs of books and supplies have been a real problem to me.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	Total
All (N=1498)	67	7	25	100
Baraboo (N=130)	71	4	24	100
Barron (114)	93	1	6	100
Fond du Lac (106)	68	9	23	100
Fox Valley (92)	63	6	31	100
Manitowoc (118)	59	9	32	100
Marathon (98)	56	10	33	100
Marinette (120)	68	12	20	100
Marshfield (106)	61	7	32	100
Medford (101)	93	3	4	100
Richland (89)	91	0	9	100
Rock (93)	68	9	23	100
Sheboygan (113)	50	12	38	100
Washington (111)	69	4	27	100
Waukesha (107)	68	8	24	100

these three Centers had been told at the time the survey was in progress that their Centers were in danger of being phased out by the University because of financial stringencies in the state. Is it possible that these students over-reacted to the survey generally and attempted to show, in responding to the questionnaire, that their attitude about their Centers was positive with respect to almost every aspect of campus life, and that "problems" for them, including the costs of books and supplies, just did not exist? Or were costs, in fact, actually minimal, so that they presented students with no serious problem?

Academic Program. A crucial question for faculty and administrators of an educational institution is whether the institution's academic program has sufficient curricular depth and variety to serve students' needs. For a lower-division institution such as the UWCS, whose mission focuses on the transfer of students at the end of two years to the upper-division of four-year degree programs, curricular scope and variety has special meaning.

The present survey sought opinions from enrolled students in the Center System about the academic program they were being offered. Students were asked to respond to the statement, "The Center offers me enough variety of courses to meet my needs and interests." As Table 19 indicates, on a systemwide basis, 58 percent of the students agreed with the statement, 30 percent disagreed, and 11 percent were not sure.

The survey also attempted to learn what students were thinking about the UWCS academic program by asking them to respond to the statement, "In general, I feel that my Center is doing an excellent job in preparing me for further college work." As indicated in Table 20, on a systemwide basis, 70 percent of

Table 19

Response to: The Center offers me enough variety of courses to meet my needs and interests.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	Total
All (N=1498)	30	11	58	100
Baraboo (N=130)	31	6	62	100
Barron (114)	26	8	66	100
Fond du Lac (106)	37	12	51	100
Fox Valley (92)	22	13	64	100
Manitowoc (118)	35	13	52	100
Marathon (98)	27	11	61	100
Marinette (120)	28	12	60	100
Marshfield (106)	28	14	58	100
Medford (101)	22	10	67	100
Richland (89)	19	13	67	100
Rock (93)	31	11	57	100
Sheboygan (113)	36	13	51	100
Washington (111)	36	10	54	100
Waukesha (107)	31	11	58	100

Table 20

Response to: In general, I feel that my Center is doing an excellent job in preparing me for further college work.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	Total
All (N=1498)	8	22	70	100
Baraboo (N=130)	10	15	75	100
Barron (114)	7	22	71	100
Fond du Lac (106)	6	30	64	100
Fox Valley (92)	4	30	66	100
Manitowoc (118)	7	21	72	100
Marathon (98)	13	20	67	100
Marinette (120)	3	20	77	100
Marshfield (106)	7	17	76	100
Medford (101)	3	16	81	100
Richland (89)	5	10	84	100
Rock (93)	12	22	66	100
Sheboygan (113)	6	28	66	100
Washington (111)	9	22	68	100
Waukesha (107)	10	16	74	100

the students agreed with the statement, 8 percent disagreed and 22 percent were not sure.

Goals and Decisions

Students' decisions about college are usually influenced by a number of factors, and the factors vary with each person. Decisions may be classified as "pre-college" and "post-college." A pre-college decision, for example, would be the decision made in high school to attend a particular campus. Why do students choose one campus over another? Underlying such decisions, usually, are a student's goals: intellectual, philosophical, career. Goals usually, determine one's choice of a field of study, e.g., Business, Education, Science. Post-college decisions can be as difficult to make as pre-college decisions. For students attending a lower-division institution, (such as the UWCS) a post-college decision must be made about "transferring" to a four-year campus upon completion of the two-year program. Some students will decide to study for the baccalaureate degree; others will go to a technical school; some will seek employment; and some may remain, perhaps by choice, unemployed. Students in the UWCS who decide to earn the baccalaureate degree at a four-year campus must choose between one of the thirteen four-year UW campuses or a private four-year college or university in Wisconsin or elsewhere. Where do UWCS students go? These were some of the considerations influencing the development of several questionnaire items in the present survey. Responses to these items are discussed in the next section.

Pre-College Decisions. Many students who attend the UWCS live in rural areas of Wisconsin at considerable distance from one of the four-year campuses of the University. Some Center System students, in the past, have indicated

that they preferred attending a Center in their own community rather than a distant four-year UW campus because it was less expensive to do so and because they did not wish to be thrust into the hectic and often impersonal living of the typical large four-year campus. To obtain information on this point, the present survey asked students to respond to the statement, "In various ways, going to a Center made the change from high school to college easier for me." As Table 21 indicates, 58 percent of the students on a systemwide basis agreed with the statement, 8 percent disagreed and 14 percent were not sure. Twenty percent did not respond to the statement. The relatively large number of students not responding suggests that the statement was ambiguous and that students found it difficult to respond to.

When a student in high school decides to attend a particular college, that decision is frequently the result of someone's influence. If colleges could learn who such persons are, they could design public information programs to reach them and, in this way, perhaps have more success in recruiting students. The present survey sought information from Center System students about how they might have been influenced in making their initial decision to attend a Center. Thus, students were asked to respond to the statement, "Who or what first made you consider attending the Center in this community?" As Table 22 indicates, the three responses that most students cited, in order of response, were: (1) A friend or relative other than a parent (31 percent); (2) A parent (28 percent); and (3) A Center student (24 percent).

Table 21

Response to: In various ways, going to a Center made the change from high school to college easier for me.

Centers	Percentage Responding: Definitely not or no	Not sure	Definitely yes or yes	No response	Total
				Percent	
All (N=1498)	8	14	58	20	100
Baraboo (N=130)	7	8	56	28	100[a]
Barron (114)	4	10	77	9	100
Fond du Lac (106)	8	21	55	17	100[a]
Fox Valley (92)	4	15	47	34	100
Manitowoc (118)	7	14	68	11	100
Marathon (98)	10	22	54	13	100[a]
Marinette (120)	2	8	69	21	100
Marshfield (106)	12	19	47	22	100
Medford (101)	7	8	67	18	100
Richland (89)	4	7	66	22	100[a]
Rock (93)	8	15	56	22	100[a]
Sheboygan (113)	13	20	50	18	100[a]
Washington (111)	5	17	55	22	100[a]
Waukesha (107)	13	18	46	23	100

[a] Percents may not add to totals because of rounding.

Table 22

Response to: Who or what first made you consider attending the Center in this community?

	Percentage Responding (N=1498)
A person representing the Center?	15
High school counselor?	15
High school teacher?	3
Parent?	28
A Center Student?	24
A friend or relative other than a parent?	31
A publication? (brochure, catalog, etc.)	16
Newspaper article	8
Radio program?	1
Television program?	4
Other:	
Availability, closeness to home, convenient	11
Low cost	8
The student herself/himself	7
Miscellaneous	4
Total "Other"	30

Wisconsin, unlike some other states, has separate systems of post-secondary state-supported technical-vocational education, on the one hand, and university liberal arts and science education, on the other.

The Wisconsin Vocational, Technical and Adult Education (VTAE) system, which operates through eighteen districts in the state, provides a broad offering of programs in trade and industry, business and distributive education, health occupations, agricultural education and homemaking. Also, the VTAE system offers two-year associate degree programs designed to provide training for the technician and mid-management levels of employment.

At the same time, the University of Wisconsin, through its own statewide systems, e.g., the fourteen Centers of the UW Center System, and University Extension, provides educational programs in the liberal arts and sciences as well as numerous courses of study in professional and college-level technical areas.

Students who graduate from high school in Wisconsin have the option of pursuing further education at the University (at a Center in their community or at one of the four-year campuses), in the VTAE system, or by attending a private college or university within the state or elsewhere. For high school students who may be considering going to a UW Center in their community, the VTAE educational programs may be an attractive alternative. (There has been a marked cost differential favoring the VTAE system.) For this reason, the present survey attempted to obtain information from students enrolled in the UWCS about their reasons for finally deciding to attend a UW Center, that is, opting for a college education in the liberal arts or sciences. Students were asked to respond to the statement, "I decided to enroll at the Center rather in a technical or vocational program elsewhere because . . ." As Table 23 indicates, three reasons that most students gave, in order of preference, were: (1) I planned to transfer to a four-year college or university (57 percent);

(2) I want a well-rounded education that can be applied in more than one area of life (46 percent); and (3) Eventually, I hope to enter one of the professions (lawyer, doctor, teacher, etc.) (41 percent).

Finally, with respect to pre-college decisions, the survey sought information from students about the specific reasons they had in deciding to attend a particular Center. Students were asked to respond to the statement, "I decided to go to this Center because I . . ." As Table 24 indicates, four reasons that most students gave, in order of preference, were: (1) Knew it would cost me less (68 percent); (2) Was able to live at home, cutting out room and board fees (62 percent); (3) Liked the idea of a small campus (51 percent); and (4) Wanted to be treated like an individual, not a number (31 percent). Apparently, most students who responded to this item had an economic basis for expressing their preference, since costs appeared to be their main concern.

Post-college Decisions. Examined in this section are students' goals, their expectations about their major field of study, what they will do after leaving their Center, and, if they plan to attend a four-year campus of the University of Wisconsin, which one it will be.

The survey questionnaire offered students eight goals to choose from (see Table 25)[a]. They were asked, "of the following eight goals, please mark your most important goal "1" and your second most important goal "2". Table 25 presents students' choices by Center and goal (only first choices are included in this report). Three goals were chosen by many more students out of the eight that were possible. In order of preference, they were: (1) To acquire background for further study in some professional or scholarly field (31 percent); (2) To decide upon an occupation or career and develop the necessary skills (29 percent); and (3) To broaden my intellectual interests and to acquire an appreciation of ideas (21 percent).

[a]Table 25, one of the computer-generated tables in this report, is explained in "Explanatory Notes to Computer-generated Tables," page 50.

Table 23

Response to: I decided to enroll at the Center rather than in a technical or vocational program elsewhere because. . . . . .

	Percentage Responding (N=1498)
I felt that my job prospects would be better	27
I want a well-rounded education that can be applied in more than one area of life	46
Eventually I hope to enter one of the professions (lawyer, doctor, teacher, etc.)	41
I planned to transfer to a four-year college or university	57
Other:	
Center offered desired courses or programs	3
Miscellaneous reasons (7)	6
Total "Other"	9

Table 24

Response to: I decided to go to this Center because I. . . . . .

	Percentage Responding (N=1498)
Had no other alternative if I wanted to go to college	19
Found special courses I particularly wanted to study	17
Liked the idea of a small campus	51
Knew it would cost me less	68
Didn't want to go to work in some boring job	17
Wanted to be treated like an individual, not a number	31
Was recommended to the Center by someone whose opinion I respect	17
Wanted to be with my friends who were going to the Center	12
Was able to live at home, cutting out room and board fees	62
Other:	
Availability, closeness to home/job, convenient	9
Miscellaneous	3
Total "Other"	12

Explanatory Notes to Computer-generated Tables

Some tables in this report have been photographically reproduced from computer printouts. Here is an example:

	121.000	13.750	77.000	
BARABOO	33.85	3.85	21.54	
	53.560	20.600	152.440	
BARRON	11.40	4.39	32.46	

Please note the following:

1. Each UW Center is identified by its location, e.g., Baraboo, and is listed in the column at the left of the table.

2. Whenever a set of two numbers appears, one above the other, as in the example above, the upper number is an estimate of the number of students at that UW Center who would have responded if all students at that Center had been surveyed. The digits to the right of the decimal point may be ignored; they are due to the weighting system employed and are of no consequence. The lower number of the set of two numbers is the percentage of students responding.

3. The bottom row of numbers of each table gives the systemwide average percentage of response from all fourteen Centers; this row has the word "Total" printed to the left of it.

4. For all the computer-generated tables, the number of students surveyed, i. e., the sample or "N", is the same for each Center as indicated in the typed tables in this report.

5. The abbreviation "N.A." means "Not ascertained" or "No report."

Table 25

Response to: Of the following eight goals, please mark your most important goal "1" and your second most important goal "2"*

1. To broaden my intellectual interests and to acquire an appreciation of ideas
2. To increase my appreciation of art, music and literature
3. To decide upon an occupation or career and develop the necessary skills
4. To increase my effectiveness in working with people and in getting along with different kinds of people
5. To develop my knowledge and interest in community and world problems
6. To help clarify my moral and ethical values
7. To acquire knowledge and attitudes basic to marriage and a satisfying family life
8. To acquire background for further study in some professional or scholarly field

(Continued on next page)

*Data for second most important goals "2" are omitted.

Table 25 (continued)

Response to: Of the following eight goals, please mark your most important goal "1"

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8	N.A.	TOTAL
BARABOO	121.000 33.85	13.750 3.85	77.000 21.54	41.250 11.54	.000 .00	2.750 .77	11.000 3.08	74.250 20.77	16.500 4.62	357.500 100.00
BARRON	53.560 11.40	20.600 4.39	152.440 32.46	49.440 10.53	12.360 2.63	4.120 .88	4.120 .88	156.560 33.33	16.480 3.51	469.680 100.00
FOND DU LAC	137.750 17.92	21.750 2.83	253.750 33.02	65.250 8.49	21.750 2.83	14.500 1.89	7.250 .94	232.000 30.19	14.500 1.89	768.500 100.00
FOX VALLEY	270.940 33.70	.000 .00	157.320 19.57	61.180 7.61	8.740 1.09	26.220 3.26	8.740 1.09	235.980 29.35	34.960 4.35	804.080 100.00
MANITOWOC	49.400 16.95	7.410 2.54	79.040 27.12	24.700 8.47	2.470 .85	7.410 2.54	.000 .00	108.680 37.29	12.350 4.24	291.460 100.00
MARATHON	104.850 15.31	6.990 1.02	251.640 36.73	48.930 7.14	6.990 1.02	13.980 2.04	20.970 3.06	223.680 32.65	6.990 1.02	685.020 100.00
MARINETTE	78.960 23.33	19.740 5.83	90.240 26.67	28.200 8.33	.000 .00	8.460 2.50	8.460 2.50	90.240 26.67	14.100 4.17	338.400 100.00
MARSHFIELD	76.000 17.92	16.000 3.77	108.000 25.47	32.000 7.55	.000 .00	4.000 .94	4.000 .94	164.000 38.68	20.000 4.72	424.000 100.00
MEDFORD	40.600 28.71	4.200 2.97	44.800 31.68	14.000 9.90	.000 .00	1.400 .99	.000 .00	28.000 19.80	8.400 5.94	141.400 100.00
RICHLAND	60.600 22.47	12.120 4.49	66.660 24.72	24.240 8.99	3.030 1.12	.000 .00	6.060 2.25	84.840 31.46	12.120 4.49	269.670 100.00
ROCK	129.150 22.58	30.750 5.38	110.700 19.35	79.950 13.98	6.150 1.08	.000 .00	.000 .00	184.500 32.26	30.750 5.38	571.950 100.00
SHEBOYGAN	84.830 15.04	14.970 2.65	224.550 39.82	54.890 9.73	4.990 .88	4.990 .88	14.970 2.65	154.690 27.43	4.990 .88	563.870 100.00
WASHINGTON	47.080 9.91	12.840 2.70	145.520 30.63	59.920 12.61	4.280 .90	17.120 3.60	4.280 .90	162.640 34.23	21.400 4.50	475.080 100.00
WAUKESHA	342.500 23.36	27.400 1.87	452.100 30.84	109.600 7.48	13.700 .93	41.100 2.80	.000 .00	465.800 31.78	13.700 .93	1465.900 100.00
TOTAL	1597.220 20.94	208.520 2.73	2213.760 29.03	693.550 9.09	84.460 1.11	146.050 1.92	89.850 1.18	2365.860 31.02	227.240 2.98	7826.509 100.00

Students were asked, "What do you expect your major field to be?" as a follow-up to the question on goals. As Table 26 indicates, three fields of study virtually tied for first place in students' preferences: Business (14 percent); Health services (13 percent); and Education (12 percent). Somewhat behind these three fields was Behavioral Science (7 percent). Of those reporting, 9 percent of the students indicated that they were undecided about the field in which they expected to major.

In an attempt to pinpoint students' plans after leaving their Centers, the survey asked students to respond to the statement, "After I leave the Center I most likely will . . ." As Table 27 indicates, almost three-quarters of the students (73 percent) indicated that they would attend a University of Wisconsin four-year campus; 9 percent indicated that they would attend a trade, technical or vocational school or college; almost the same percentage indicated they would attend an out-of-state college or university; and about the same percentage indicated either that they would look for a job or attend a private college or university in Wisconsin.

Finally, with respect to post-college decisions, the survey sought information from students planning to attend a University of Wisconsin four-year campus as to which campus it would be. As Table 28 indicates, on a systemwide basis, 22 percent of the students planned to attend the Milwaukee campus, and 11 percent planned to attend the campus in Oshkosh. Smaller numbers of students planned to attend the other ten four-year campuses of the University. Table 28 presents estimates of the number planning to attend the various campuses, as well as percentages, by Center and by four-year campus.

Table 26

Response to: What do you expect your major field to be?

Fields of Study	Number[a]	Percent[b]
Total	7627	100.0
Agriculture	131	1.7
Natural resources other than agriculture (ecology, forestry, wildlife management)	298	3.9
Applied arts (photography, fashion, interior design)	176	2.3
Fine arts (sculpture, theater, music)	382	5.0
Architecture	54	0.7
Business (accounting, banking, marketing, secretarial, Hotel and restaurant services)	1053	13.8
Communication (broadcasting, journalism, public relations, advertising)	268	3.5
Behavioral sciences (psychology, sociology, anthropology)	558	7.3
Social sciences (economics, history, political science)	260	3.4
Public services (police science, public administration, social welfare, transportation, planning)	283	3.7
Liberal arts and Humanities (languages, literature, ethnic studies, philosophy)	207	2.7
Biological sciences (biology, botany, physiology)	192	2.5
Physical sciences (chemistry, physics, geology)	207	2.7
Mathematics, statistics	93	1.2
Engineering	314	4.1
Technology (data processing, engineering technology, drafting, optics)	93	1.2
Trade and industry (auto mechanics, plumbing, carpentry, machinist)	39	0.5
Health services (medical technician, nursing, physical therapy, occupational therapy, speech therapy)	977	12.8
Personal services (cosmetology, child care)	24	0.3
Home economics (clothing and textiles, dietetics, home management)	100	1.3
Education (elementary, secondary, college, special)	901	11.8
Law and Pre-law	15	0.2
Library science	8	0.1
Pre-veterinary science	15	0.2
No major -- just taking courses	23	0.3
Undecided	680	8.9
Other	8	0.1
No report	268	3.5

[a] Estimates of the number of students responding if all students had been surveyed.

[b] Percents may not add to totals because of rounding.

Table 27

Response to: After I leave the Center I most likely will. . . .

	Percentage Responding (N=1498)
Not take any more college work	4
Look for a job	7
Attend a private college or private university in Wisconsin	7
Enter military service	1
Attend an out-of-state college or university	8
Attend a trade, technical or vocational school or college	9
Attend a University of Wisconsin four-year campus	73
Other:	9

Table 28

Response to: If you plan to attend a University of Wisconsin four-year campus, which one do you think it will be? Please specify which four-year campus.

Centers	4-year campus	MAD[a]	MIL	EAU	GRE	LAC	OSH	PAR	PLA	RIV	STE	STO	SUP	WHI	INAP[b]	N.A.[c]	TOTAL
All	Est[d]	1668	1096	349	175	231	862	10	110	62	436	159	23	330	1518	598	7626
(N=1498)	%	22	14	4	2	3	11	0	1	1	6	2	0	4	20	8	100
Baraboo	Est	102	3	11	3	16	11	6	19	6	3	0	0	16	124	38	358
(N=130)	%	28	1	3	1	5	3	2	5	2	1	0	0	5	35	11	100
Barron	Est	45	4	111	0	37	8	0	8	45	16	70	16	0	74	33	470
(114)	%	10	1	24	0	8	2	0	2	10	4	15	4	0	16	7	100
Fond du Lac	Est	65	7	29	7	0	384	0	7	0	44	14	0	7	130	72	768
(106)	%	8	1	4	1	0	50	0	1	0	6	2	0	1	17	9	100
Fox Valley	Est	175	0	0	44	17	236	0	0	0	26	9	0	9	166	122	804
(92)	%	22	0	0	5	2	29	0	0	0	3	1	0	1	21	15	100
Manitowoc	Est	89	25	20	10	10	37	0	0	0	27	2	0	12	52	7	291
(118)	%	30	8	7	3	3	13	0	0	0	9	1	0	4	18	2	100
Marathon	Est	286	28	56	28	21	21	0	21	0	112	7	0	0	84	21	685
(98)	%	42	4	8	4	3	3	0	3	0	16	1	0	0	12	3	100
Marinette	Est	56	14	3	51	3	42	0	0	0	20	3	0	3	107	37	338
(120)	%	17	4	1	15	1	12	0	0	0	6	1	0	1	32	11	100
Marshfield	Est	92	4	40	0	24	8	0	8	4	44	16	4	0	148	32	424
(106)	%	22	1	9	0	6	2	0	2	1	10	4	1	0	35	8	100
Medford	Est	7	1	25	1	13	0	0	1	3	32	3	3	1	38	13	141
(101)	%	5	1	18	1	9	0	0	1	2	23	2	2	1	27	9	100
Richland	Est	64	0	0	0	21	6	0	30	0	9	6	0	18	94	21	270
(89)	%	24	0	0	0	8	2	0	11	0	3	2	0	7	35	8	100
Rock	Est	215	12	12	6	12	6	0	0	0	0	6	0	129	123	49	572
(93)	%	38	2	2	1	2	1	0	0	0	0	1	0	22	22	9	100
Sheboygan	Est	115	130	20	25	30	40	0	10	0	15	0	0	30	110	40	564
(113)	%	20	23	4	4	5	7	0	2	0	3	0	0	5	19	7	100
Washington	Est	68	141	8	0	13	34	4	4	4	47	8	0	21	90	30	475
(111)	%	14	30	2	0	3	7	1	1	1	10	2	0	4	19	6	100
Waukesha	Est	288	726	14	0	14	27	0	0	0	41	14	0	82	178	82	1466
(107)	%	20	50	1	0	1	2	0	0	0	3	1	0	6	12	6	100

(Footnotes to this table are on the next page)

Table 28 (continued)

Response to: If you plan to attend a University of Wisconsin four-year campus, which one do you think it will be? Please specify which four-year campus.

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[a]MAD=UW-Madison, MIL=UW-Milwaukee, EAU=UW-Eau Claire, GRE=UW-Green Bay, LAC=UW-La Crosse, OSH=UW-Oshkosh, PAR=UW-Parkside, PLA=UW-Platteville, RIV=UW-River Falls, STE=UW-Stevens Point, STO=UW-Stout, SUP=UW-Superior, WHI=UW-Whitewater.

[b]Inappropriate: indicates students not planning to attend a UW four-year campus.

[c]Not ascertained.

[d]Estimates of the number of students who would have responded if all students at that Center had been surveyed.

Summary, Discussion and Implications

Who is the typical University of Wisconsin Center System student? What does he or she think of the educational programs and services offered by the Centers? These were the general questions that governed this questionnaire survey of 1498 UW Center System students. Included in the sample were students from all fourteen Centers located in various parts of Wisconsin. Seventy-two percent of those who received the questionnaire completed it and sent it back. Two follow-up mailings of the questionnaires, to students who had not responded to the first mailing, increased the number of questionnaires returned.

The questionnaire included items on student characteristics (age, sex, marital status, living with parents or not, employment, credit hours taken, annual family income, etc.); students' feelings about their Center (what influence they feel they have, are they respected, relations between students and professors); needs and experiences (class scheduling, registration, library resources, counseling and guidance, job placement, college expense, the academic program, etc.); and student goals and decisions.

The major findings of the study are summarized briefly below, followed by a discussion of some implications. The reader is encouraged to refer to the appropriate section for details of the findings.

Student Characteristics

Students were almost equally divided between men and women. The median age was 20, single students outnumbered married students by almost 3 to 1, and 60 percent lived with their parents. About two-thirds of the students were employed, with 21 hours per week the median hours worked. Almost two-thirds (62 percent) of the students did some kind of clerical work or private household and service work. The median credit hours

taken was 13. Students' median annual family income before taxes was $ 13,068.

Feelings About the Institution

There appeared to be some feeling among students that they did not have quite enough voice in faculty and administrative decisions affecting them; however, the response was not sufficiently strong in this direction to say it was unambiguous. Students evidently were pleased with the way they were treated as people, that they were given respect and responsibility, and they also found the rules and regulations of the Center System easy to live with.

Students also approved of the various activities and events at their Centers, and 78 percent felt that these activities, as well as their courses, had contributed to their personal growth. More than two-thirds of the students found their professors' standards reasonable and that professors treated them as individuals. Students were about equally divided, however, on whether students and professors get together often outside the classroom. More students at Centers with smaller enrollments indicated that they met their professors outside the classroom than those students at Centers with larger enrollments, suggesting that student-teacher interaction is a function of campus size.

One section of the questionnaire was left open for voluntary comments about the student's Center. More than one-third of the students (38 percent) chose not to comment at all. Those who did comment had their comments rated as "positive" (i.e., favorable), "negative" (i.e., unfavorable), "neutral", and "mixed". Forty-two percent of the comments were rated as positive; but because of the number who did not comment, inferences and conclusions based on the responses would probably be misleading. However, a number of the comments provide fresh insights about the Centers from students' perspectives.

Needs and Experiences

More than seven out of ten Center System students who responded to the survey agreed that classes at their Centers were scheduled at convenient times. This was also the feeling of most students who were employed part-time and those students who were not employed. However, students who were employed full-time indicated somewhat less agreement that classes were scheduled at convenient times, 65 percent of them agreeing, 17 percent disagreeing, and 14 percent not sure.

The process of "registration" that students must go through in order to enroll in a college has been criticized by students at some institutions. However, of the Center System students surveyed, more than 80 percent felt that registration procedures at their Centers were not burdensome.

There was not as much agreement about library resources. Asked whether library resources at their Centers were helpful to them in their academic work, 67 percent of the students agreed that they were, 16 percent disagreed, and 17 percent were not sure. At four Centers more students evidently felt they were receiving less help from library resources than students felt in the Center System as a whole.

More than 70 percent of the students felt that they were able to get help at their Centers in choosing courses and a program of study. However, with respect to job placement in their communities for part-time or temporary work, relatively few students indicated that they had been able to get help from their Center. Thus, although three-quarters of the students surveyed did not respond to the item on job placement, of those who did, 46 percent did not feel they had had help, 22 percent indicated that they had, and 32 percent were not sure.

One-quarter of the students surveyed thought that the costs of books and supplies had been a real problem to them, while two-thirds did not.

Whether Centers are offering enough variety of courses to meet students' needs and interests was a question which students were divided on. Although more than half of the students surveyed felt that the variety of courses was sufficient, 30 percent did not. (It is possible that some Centers, because of the adverse effects of University fiscal retrenchment during 1974 and 1975, may have had some difficulty maintaining curricular depth and variety in their courses sufficient to satisfy the diverse needs of all students.) When students were asked whether they felt that the Centers were doing a good job in preparing them for further college work, 70 percent agreed that they were, 8 percent disagreed, and 22 percent were not sure.

Goals and Decisions

The types of decisions that students make about college can be classified as "pre-college" or "post-college." So-called pre-college decisions addressed by the survey included: a possible rationale students might have had in deciding to attend a Center rather than a larger campus (e.g., that the Center made the transition from high school to college easier); in deciding which college to attend, who or what had the most influence on the student; why did students decide to attend a University of Wisconsin Center rather than a technical-vocational institution; and specific reasons students had for attending a UW Center.

More than half of the students surveyed (58 percent) thought that attending a Center had made the transition for them from high school to college easier. Students indicated that a friend or relative other than a parent had had the most influence upon their decision to attend a Center, with the influence of a parent or a Center student almost as important. Asked why they had decided to attend a Center rather than a technical-vocational institution, students gave the following reasons, in order of preference: planned to transfer to a four-year college or university; wanted a well-rounded education that can be applied

in more than one area of life; and, eventually, hoped to enter one of the professions. Asked to identify specific reasons they had for going to a Center, students, by their choices, implied that costs figured importantly in their decision as well as the opportunity for more interpersonal contacts at smaller campuses. Thus, four reasons they selected for attending a Center, in order of preference, were: knew it would cost me less; able to live at home, cutting out room and board fees; liked the idea of a small campus; and wanted to be treated like an individual, not a number.

So called "post-college" decisions addressed by the survey included: students' expectations about their major field of study; their plans after leaving a Center; and, if planning to transfer to a four-year campus of the University of Wisconsin, which one they thought it would be. The three fields that most students expected to major in, in order of preference, were: Business, Health Services, and Education. Somewhat behind these was Behavioral Science. Almost three-quarters (73 percent) of the students indicated that they would transfer, at the end of two years at a Center, to a four-year campus of the University of Wisconsin. The three four-year campuses which most Center System students planned to attend, in order of preference, were: UW-Madison, UW-Milwaukee, and UW-Oshkosh.

The survey asked students to indicate their goals with respect to education. (The survey questionnaire offered eight goals to choose from.) The three goals that most students selected, in order of preference, were: to acquire background for further study in some professional or scholarly field; to decide upon an occupation or career and develop the necessary skills; and to broaden my intellectual interests and to acquire an appreciation of ideas.

Implications

Bayer (1975) has argued that, "Sound administrative decision-making in higher education requires thorough sociological knowledge of a college's

environmental characteristics -- its structure, practices, and personnel -- and of their impact on the students' growth and development. Such knowledge is particularly essential to the formulation of educational policy and the establishing of new programs. But rarely have educational decisions been grounded in empirical data and systematic analyses; rather, they are usually based on economic constraints, political pressure, tradition, folklore, and anecdotal information (page 550)."

The present survey was an attempt by the UW Center System to obtain knowledge of various college environmental characteristics through a systematic analysis of student opinion. Although the survey may be viewed as an important first step in obtaining new information about the impact of the Centers on students' growth and development, useful to some extent in improving certain aspects of the Center System's educational program and services, it is important to recognize the limitations of student opinion in terms of reliability and objectivity. Clearly, " . . . the student's perceptions of his environment, as well as his subsequent performance, depend to a large extent on his background and personal characteristics (Bayer, 1975, page 551)." For this reason, sociological research " . . . on college impact and college climate should focus not only on the students but also on the faculty and on the institutional structure (e.g., institutional type, size, control) (Bayer, 1975, page 563)."

As a statewide collegiate institution, the UWCS is characterized by considerable diversity in terms of size, location, campus communities, and variety of students. (The campuses, or Centers, were merged by law only recently into what is now the entity called the "Center System".) This system is now an integral component of the statewide University of Wisconsin System and inevitably derives most of its resources and reputation from that System. However, because of its diversity, lesser size, limited educational mission (two-year program leading to the associate degree), and other factors, the

Center System may be considered still to be in a developmental stage. As a developing institution, its need for sociological research, exemplified by the present survey, would appear to be even stronger than if it were an older, more established institution which had already reached a plateau. Research could be invaluable in systemwide and campus administrative decision-making; in stimulating institutional innovation; in achieving greater unity of purpose; and, above all, in improving concern for the individual student.

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APPENDICES

Appendix A

Technical Notes

Sampling Plan

In the fall of 1974 the UWCS enrolled a total of 8057 students. After withdrawals, enrollment dropped to 7627. These students were distributed over fourteen Centers, with the smallest enrollment (141) at the Medford Center and the largest (1466) at the Waukesha Center. Average enrollment for the fourteen Centers was 545.

The survey population was the entire group of enrolled students in the UWCS, after withdrawals. Subpopulations of interest were students at each of the fourteen Centers. To ensure representativeness of small Centers within the population, a variable sampling ratio was used. Thus, adequate representation of small Centers within the tabular listings of Centers necessitated the inclusion of all available students, in the case of the Medford Center, whereas larger Centers did not need to be so heavily sampled to yield reliable statistics. Accordingly, as Center-size increased, a decreasing percent of students were included in the sample (Table 29). In other words, the Centers were sampled disproportionately.

The formula used to obtain a sample for each Center large enough to yield 100 or more returned questionnaires was,

$$\frac{E}{SI} = \text{Sample}$$

where E = enrollment of a Center, and SI = the sampling interval. For example, at Medford Center, with 141 enrolled students, the sampling interval was 1. Thus, every student at Medford was sent a questionnaire in anticipation that at least 100 questionnaires would be returned. As it turned out, 101 questionnaires were actually returned from the Medford Center. At Rock County Center, with 572 enrolled students, the sampling interval was 4, and the sample derived

Table 29

Sampling Scheme of 1975 UWCS Student Opinion Survey

Center	Fall, 1974 enrollment	Sampling interval	Sample
Medford	141	1	141
Richland	270	2	135
Manitowoc	292	2	146
Marinette	338	2	169
Baraboo	358	2	179
Marshfield	424	3	141
Barron	470	3	156
Washington	475	3	158
Sheboygan	564	4	141
Rock	572	4	143
Marathon	685	5	137
Fond du Lac	768	5	153
Fox Valley	804	6	134
Waukesha	1466	10	147
Totals	7627		2080

was 143. The response rate for the Rock County Center was 65 percent, and the number of questionnaires returned was less than 100, i.e., 93. Four Centers had slightly lower response rates than the rest: Fox Valley, Marathon, Richland, and Rock. Each of these Centers returned less than 100 questionnaires, while the other ten Centers returned more than 100 questionnaires each.

The sampling frame of the survey was the list of names of enrolled students who had registered for the fall, 1974, semester, less those who withdrew prior to the sampling of the list. The list, maintained by the UWCS central office in the form of a computer file on magnetic tape, was randomly sampled using a computer-actuated random generator. In this way a total sample of 2080 names, printed on address labels, was produced; this sample represented 27 percent of the total survey population, i.e., the total fall, 1974, UWCS enrollment after withdrawals. Sample sizes for the fourteen Centers ranged from 134 to 179, and it was anticipated that these samples would yield approximately 100 returned valid questionnaires per Center.

The Questionnaire

The rationale used in developing the questionnaire was governed by three questions:

1. What information could students at a Center provide about themselves and their Center that might best interpret that Center to prospective students?

2. What information could students at each Center provide about themselves and their Center that would be useful to faculty and administrators at that Center for planning and, possibly, revising educational programs and services?

3. What information could students at each Center and in the Center System as a whole provide about themselves and all Centers that would be useful to the Center System's central administration for planning and, possibly, revising systemwide educational policies, programs and services?

The questionnaire's items, guided by the above considerations, were written by members of the central administration staff of the Center System with inputs from the fourteen deans. Some items were adaptations (as was indicated earlier) of those used by previous investigators. The questionnaire went through a number of revisions. Before printing it was tested with six students, three male and three female, at the Baraboo/Sauk County Center. Analysis of the results of this test revealed no misunderstanding by the students of the questions or of the instrument's response format.

The questionnaire was printed on white paper in booklet form, and its size was reduced to seven by nine inches as a strategem to increase the response rate, an idea supported by previous research. The first page of the booklet was a letter to students from the Chancellor of the Center System explaining the reasons for the survey. The letter also explained that the survey was confidential, that respondents would not be identified, and that the reply envelopes had been numbered only to tell the researchers whether a student had returned a questionnaire, so that he or she would not be sent a second one in subsequent mailings.

The questionnaire was divided into sections with the following headings:

- How you feel about your Center. (18 questions)
- Decisions you made about going to a Center. (2 questions)
- Your plans and goals. (4 questions)
- About you . . . for statistical purposes only, would you tell us something about yourself. (14 questions)
- Last but not least! Are there any comments or further descriptions of your Center (favorable or unfavorable) that you would like to offer? Can you think of a brief statement that captures the uniqueness or flavor of your Center? (1 question)

Thus, the questionnaire contained a total of 39 questions, fourteen of which sought demographic, employment, and enrollment data, and twenty-five that sought opinions on various aspects of the college environment.

The sample of students to whom the questionnaires were sent was represented by a computer-generated list of names and sets of address labels. Students who returned questionnaires after the first mailing were identified by a code number on the reply envelope, were checked off the list and not sent another questionnaire. Students on the list who had not returned a questionnaire were sent questionnaires in the second and third follow-up mailings with a reminder note from the Chancellor (see Appendix C).

Response Rates

The 39-item questionnaire, developed along the lines mentioned earlier, was first mailed to students' homes on April 15, 1975. Two follow-up mailings on May 6, 1975, and May 23, 1975, increased the number of returns. A total of 3957 questionnaires were sent in three mailings. The closeout date for the data collection phase of the survey was July 10, 1975; questionnaires received after that date were not counted or used in the analysis.

The survey yielded an overall response rate of 72 percent of the total sample. Response rates for individual Centers ranged from a low of 65.0 percent to a high of 80.0 percent. The three Centers having the highest response rates were: Manitowoc (80.8); Sheboygan (80.1); and Marshfield (75.2); the three Centers having the lowest response rates were Rock County (65.0); Richland (65.9); and Fox Valley (68.6). Of 2080 individuals in the total sample, 582 did not respond to the survey, resulting in a total of 1498 usable responses from members of the sample (see Table 30).

Since the various Centers in the sample were not equally represented, it was necessary to assign differential weights to achieve the statistics presented

Table 30

Population, Sample, and Response Rates
of 1975 UWCS Student Opinion Survey

	Fall, 1974 enrollment[a] N	Survey Sample			
		Total sample N	Response N	Non-response[b] N	Response rate[c] (percent)
Total	7627	2080	1498	582	72.0
Centers					
Baraboo	358	179	130	49	72.6
Barron	470	156	114	42	73.0
Fond du Lac	768	153	106	47	69.3
Fox Valley	804	134	92	42	68.6
Manitowoc	292	146	118	28	80.8
Marathon	685	137	98	39	71.5
Marinette	338	169	120	49	71.0
Marshfield	424	141	106	35	75.2
Medford	141	141	101	40	71.6
Richland	270	135	89	46	65.9
Rock	572	143	93	50	65.0
Sheboygan	564	141	113	28	80.1
Washington	475	158	111	47	70.3
Waukesha	1466	147	107	40	72.8

[a] After withdrawals.

[b] Includes (1) those to whom questionnaires were mailed and not returned; (2) those who indicated their reluctance to participate in the survey; and (3) those whose questionnaires were returned later than July 10, 1975, the closeout date of the data collection phase of the survey.

[c] The response rates are calculated on the total sample.

in this report which are estimates of total population, i.e., each response was weighted so that the statistics represent, as nearly as possible, the results which would have been obtained if the entire population had been surveyed. Weights, adjusted for non-responses, were obtained by dividing the number of students enrolled at each Center by the number of questionnaires that were used in the data analysis, i.e., the usable responses.

Statistical Analysis

Analysis of the data in this report has not gone beyond simple percentage tables. Comparisons, for example, between the response of one Center to a questionnaire item and the systemwide average response of all Centers to the same item have not been made. Such comparisons involve rather complex statistical technique and can be made by those readers who are interested. Note that to test differences between Centers with chi-square, the individual significance level should be adjusted so as to give an overall error rate for each question of $\alpha = .05$. That is, chi-square, to achieve significance, should exceed 11.25.

Data Collection and Data Processing

A record was kept of the number of questionnaires returned, the dates they were received and the number returned but not filled out. There were a total of 1498 questionnaires finally used in the data analysis. Data from them was key-punched onto computer data cards after the questionnaires had been coded and edited.

APPENDIX B

Statistical Tables

Table 31

Response to: What is your present age?

AGE→	17	18.19	20.21	22.23.24	(25.29)	(30.39)	(40.59)	(60.84)	NA. 99	TOTAL
BARABOO	8.250 2.31	129.250 36.15	52.250 14.62	27.500 7.69	41.250 11.54	27.500 7.69	35.750 10.00	30.250 8.46	5.500 1.54	357.500 100.00
BARRON	4.120 .88	271.920 57.89	82.400 17.54	61.800 13.16	20.600 4.39	12.360 2.63	12.360 2.63	.000 .00	4.120 .88	469.680 100.00
FOND DU LAC	21.750 2.83	297.250 38.68	108.750 14.15	94.250 12.26	94.250 12.26	116.000 15.09	21.750 2.83	.000 .00	14.500 1.89	768.500 100.00
FOX VALLEY	.000 .00	227.240 28.26	183.540 22.83	69.920 8.70	69.920 8.70	96.140 11.96	104.880 13.04	26.220 3.26	26.220 3.26	804.080 100.00
MANI-TOWOC	.000 .00	197.600 67.80	56.810 19.49	9.880 3.39	7.410 2.54	2.470 .85	7.410 2.54	.000 .00	9.880 3.39	291.460 100.00
MARATHON	6.990 1.02	384.650 56.12	160.770 23.47	41.940 6.12	55.920 8.16	13.980 2.04	20.970 3.06	.000 .00	.000 .00	685.020 100.00
MARI-NETTE	8.460 2.50	135.360 40.00	59.220 17.50	28.200 8.33	28.200 8.33	31.020 9.17	33.840 10.00	8.460 2.50	5.640 1.67	338.400 100.00
MARSH-FIELD	8.000 1.89	200.000 47.17	88.000 20.75	28.000 6.60	48.000 11.32	32.000 7.55	20.000 4.72	.000 .00	.000 .00	424.000 100.00
MEDFORD	.000 .00	60.200 42.57	22.400 15.84	14.000 9.90	14.000 9.90	15.400 10.89	5.600 3.96	8.400 5.94	1.400 .99	141.400 100.00
RICHLAND	3.030 1.12	106.050 39.33	48.480 17.98	42.420 15.73	18.180 6.74	18.180 6.74	15.150 5.62	18.180 6.74	.000 .00	269.670 100.00
ROCK	.000 .00	184.500 32.26	79.950 13.98	104.550 18.28	49.200 8.60	92.250 16.13	55.350 9.68	6.150 1.08	.000 .00	571.950 100.00
SHE-BOYGAN	19.960 3.54	239.520 42.48	114.770 20.35	79.840 14.16	39.920 7.08	44.910 7.96	24.950 4.42	.000 .00	.000 .00	563.870 100.00
WASHING-TON	17.120 3.60	205.440 43.24	111.280 23.42	38.520 8.11	42.800 9.01	34.240 7.21	12.840 2.70	.000 .00	12.840 2.70	475.080 100.00
WAUKESHA	27.400 1.87	671.300 45.79	260.300 17.76	95.900 6.54	82.200 5.61	178.100 12.15	123.300 8.41	27.400 1.87	.000 .00	1465.900 100.00
TOTAL	125.080 1.64	3310.080 43.40	1428.920 18.74	736.720 9.66	611.850 8.02	714.550 9.37	494.150 6.48	125.860 1.64	80.100 1.05	7626.509 100.00

Table 32

Response to: Marital status: Single ( ) 1 Married ( ) 2

	SINGLE	MARRIED	N.A.	TOTAL
BARABOO	255.750 71.54	99.000 27.69	2.750 .77	357.500 100.00
BARRON	407.880 86.84	57.680 12.28	4.120 .88	469.680 100.00
FOND DU LAC	514.750 66.98	253.750 33.02	.000 .00	768.500 100.00
FOX VALLEY	524.400 65.22	270.940 33.70	8.740 1.09	804.080 100.00
MANI-TOWOC	264.290 90.68	19.760 6.78	7.410 2.54	291.460 100.00
MARATHON	601.140 87.76	83.880 12.24	.000 .00	685.020 100.00
MARI-NETTE	265.080 78.33	73.320 21.67	.000 .00	338.400 100.00
MARSH-FIELD	332.000 78.30	88.000 20.75	4.000 .94	424.000 100.00
MEDFORD	96.600 68.32	44.800 31.68	.000 .00	141.400 100.00
RICHLAND	196.950 73.03	69.690 25.84	3.030 1.12	269.670 100.00
ROCK	362.850 63.44	209.100 36.56	.000 .00	571.950 100.00
SHE-BOYGAN	425.140 75.11	134.730 23.89	.000 .00	563.870 100.00
WASHING-TON	363.800 76.58	111.280 23.42	.000 .00	475.080 100.00
WAUKESHA	1027.500 70.09	438.400 29.91	.000 .00	1465.900 100.00
TOTAL	5642.129 73.98	1954.330 25.63	30.050 .39	7626.509 100.00

Table 33

Response to: Are you now employed?
Full-time ( ) 1 Part-time ( ) 2 Not employed ( ) 3

	FULL-TIME	PART-TIME	NOT EMPLOYED	N.A.	TOTAL
BARABOO	68.750 19.23	145.750 40.77	132.000 36.92	11.000 3.08	357.500 100.00
BARRON	49.440 10.53	201.880 42.98	214.240 45.61	4.120 .88	469.680 100.00
FOND DU LAC	188.500 24.53	297.250 38.68	282.750 36.79	.000 .00	768.500 100.00
FOX VALLEY	201.020 25.00	305.900 38.04	279.680 34.78	17.480 2.17	804.080 100.00
MANI-TOWOC	12.350 4.24	185.250 63.56	86.450 29.66	7.410 2.54	291.460 100.00
MARATHON	104.850 15.31	342.510 50.00	230.670 33.67	6.990 1.02	685.020 100.00
MARI-NETTE	67.680 20.00	146.640 43.33	118.440 35.00	5.640 1.67	338.400 100.00
MARSH-FIELD	64.000 15.09	164.000 38.68	196.000 46.23	.000 .00	424.000 100.00
MEDFORD	28.000 19.80	35.000 24.75	75.600 53.47	2.800 1.98	141.400 100.00
RICHLAND	39.390 14.61	127.260 47.19	93.930 34.83	9.090 3.37	269.670 100.00
ROCK	172.200 30.11	227.550 39.78	172.200 30.11	.000 .00	571.950 100.00
SHE-BOYGAN	119.760 21.24	239.520 42.48	194.610 34.51	9.980 1.77	563.870 100.00
WASHING-TON	72.760 15.32	222.560 46.85	179.760 37.84	.000 .00	475.080 100.00
WAUKESHA	232.900 15.89	808.300 55.14	424.700 28.97	.000 .00	1465.900 100.00
TOTAL	1421.600 18.64	3449.370 45.23	2681.030 35.15	74.510 .98	7626.509 100.00

Table 34

Response to: If employed part-time or full-time, please specify the number of hours per week that you usually work.

No. of Hours →	(1-5)	(6-10)	(11-20)	(21-30)	OVER 30 HOURS	NOT EMPLOYED	N.A.	TOTAL
	13.750	16.500	79.750	24.750	63.250	132.000	27.500	357.500
BARABOO	3.85	4.62	22.31	6.92	17.69	36.92	7.69	100.00
	16.480	41.200	61.800	57.680	49.440	214.240	28.840	469.680
BARRON	3.51	8.77	13.16	12.28	10.53	45.61	6.14	100.00
	.000	14.500	152.250	87.000	203.000	282.750	29.000	768.500
FOND DU LAC	.00	1.89	19.81	11.32	26.42	36.79	3.77	100.00
	.000	34.960	174.800	69.920	209.760	279.680	34.960	804.080
FOX VALLEY	.00	4.35	21.74	8.70	26.09	34.78	4.35	100.00
	7.410	12.350	93.860	54.340	14.820	86.450	22.230	291.460
MANITOWOC	2.54	4.24	32.20	18.64	5.08	29.66	7.63	100.00
	13.980	111.840	90.870	104.850	104.850	230.670	27.960	685.020
MARATHON	2.04	16.33	13.27	15.31	15.31	33.67	4.08	100.00
	5.640	14.100	78.960	42.300	59.220	118.440	19.740	338.400
MARINETTE	1.67	4.17	23.33	12.50	17.50	35.00	5.83	100.00
	4.000	32.000	76.000	44.000	64.000	196.000	8.000	424.000
MARSHFIELD	.94	7.55	17.92	10.38	15.09	46.23	1.89	100.00
	1.400	2.800	14.000	8.400	29.400	75.600	9.800	141.400
MEDFORD	.99	1.98	9.90	5.94	20.79	53.47	6.93	100.00
	3.030	24.240	63.630	24.240	45.450	93.930	15.150	269.670
RICHLAND	1.12	8.99	23.60	8.99	16.85	34.83	5.62	100.00
	12.300	12.300	116.850	67.650	159.900	172.200	30.750	571.950
ROCK	2.15	2.15	20.43	11.83	27.96	30.11	5.38	100.00
	4.990	19.960	124.750	79.840	114.770	194.610	24.950	563.870
SHEBOYGAN	.88	3.54	22.12	14.16	20.35	34.51	4.42	100.00
	.000	25.680	119.840	72.760	59.920	179.760	17.120	475.080
WASHINGTON	.00	5.41	25.23	15.32	12.61	37.84	3.60	100.00
	27.400	191.800	383.600	178.100	246.600	424.700	13.700	1465.900
WAUKESHA	1.87	13.08	26.17	12.15	16.82	28.97	.93	100.00
	110.380	554.230	1630.960	915.830	1424.380	2681.030	309.700	7626.509
TOTAL	1.45	7.27	21.39	12.01	18.68	35.15	4.06	100.00

Table 35

Response to: In what type of business, industry or service is your company or employer engaged?

	PROF.-TECH.	FARMER	MGR. OFF. PROP.	CLERICAL AND KINDRED	SALES	CRAFTMEN FOREMEN	OPERATIVES	PRIVATE HOUSHLD SERVICE	[illegible]	N.A.	TOTAL
BARABOO	22.000 6.15	2.750 .77	35.750 10.00	49.500 13.85	.000 .00	13.750 3.85	19.250 5.38	57.750 16.15	132.000 36.92	24.750 6.92	357.500 100.00
BARRON	20.600 4.39	4.120 .88	16.480 3.51	32.960 7.02	.000 .00	8.240 1.75	4.120 .88	140.080 29.82	214.240 45.61	28.840 6.14	469.680 100.00
FOND DU LAC	96.250 12.26	.000 .00	50.750 6.60	123.250 16.04	7.250 .94	7.250 .94	43.500 5.66	137.750 17.92	282.750 36.79	21.750 2.83	768.500 100.00
FOX VALLEY	52.440 6.52	.000 .00	96.140 11.96	139.840 17.39	52.440 6.52	.000 .00	26.220 3.26	122.360 15.22	279.680 34.78	34.960 4.35	804.080 100.00
MANITOWOC	7.410 2.54	.000 .00	14.820 5.08	39.520 13.56	17.290 5.93	2.470 .85	9.880 3.39	83.980 28.81	86.450 29.66	29.640 10.17	291.460 100.00
MARATHON	48.930 7.14	.000 .00	27.960 4.08	146.790 21.43	27.960 4.08	6.990 1.02	20.970 3.06	132.810 19.39	230.670 33.67	41.940 6.12	685.820 100.00
MARINETTE	25.380 7.50	.000 .00	2.820 .83	36.660 10.83	16.920 5.00	8.460 2.50	16.920 5.00	95.880 28.33	118.440 35.00	16.920 5.00	338.400 100.00
MARSHFIELD	24.000 5.66	8.000 1.89	16.000 3.77	44.000 10.38	12.000 2.83	8.000 1.89	12.000 2.83	96.000 22.64	196.000 46.23	8.000 1.89	424.000 100.00
MEDFORD	2.800 1.98	1.400 .99	5.600 3.96	12.600 8.91	4.200 2.97	2.800 1.98	12.600 8.91	18.200 12.87	75.600 53.47	5.600 3.96	141.400 100.00
RICHLAND	39.390 14.61	.000 .00	6.060 2.25	42.420 15.73	9.090 3.37	9.090 3.37	6.060 2.25	39.390 14.61	93.930 34.83	24.240 8.99	269.670 100.00
ROCK	55.350 9.68	.000 .00	24.600 4.30	92.250 16.13	12.300 2.15	12.300 2.15	30.750 5.38	153.750 26.88	172.200 30.11	18.450 3.23	571.950 100.00
SHEBOYGAN	29.940 5.31	4.990 .88	34.930 6.19	74.850 13.27	19.960 3.54	29.940 5.31	19.960 3.54	129.740 23.01	194.610 34.51	24.950 4.42	563.870 100.00
WASHINGTON	34.240 7.21	.000 .00	17.120 3.60	64.200 13.51	29.960 6.31	.000 .00	17.120 3.60	107.000 22.52	179.760 37.84	25.680 5.41	475.080 100.00
WAUKESHA	68.500 4.67	.000 .00	82.200 5.61	232.900 15.89	82.200 5.61	27.400 1.87	54.800 3.74	452.100 30.84	424.700 28.97	41.100 2.80	1465.900 100.00
TOTAL	525.230 6.89	21.260 .28	431.230 5.65	1131.740 14.84	291.570 3.82	136.690 1.79	294.150 3.86	1766.790 23.17	2681.030 35.15	346.820 4.55	7626.509 100.00

Table 36

Response to: When do you have your classes? Mostly mornings; Mostly afternoons; Mostly evenings; Mostly days and evenings.

	MORNINGS	AFTERNOONS	EVENINGS	DAYS AND EVENINGS	MORNINGS AND AFTNOONS	MORNINGS AND EVENINGS	AFTNOONS AND EVENINGS	N.A.	TOTAL
	132.000	96.250	52.250	11.000	46.750	2.750	2.750	13.750	357.500
BARABOO	36.92	26.92	14.62	3.08	13.08	.77	.77	3.85	100.00
	292.520	49.440	32.960	20.600	45.320	.000	.000	28.840	469.680
BARRON	62.28	10.53	7.02	4.39	9.65	.00	.00	6.14	100.00
	198.750	65.250	159.500	79.750	29.000	7.250	7.250	21.750	768.500
FOND DU LAC	51.89	8.49	20.75	10.38	3.77	.94	.94	2.83	100.00
	244.720	69.920	209.760	148.580	78.660	.000	8.740	43.700	804.080
FOX VALLEY	30.43	8.70	26.09	18.48	9.78	.00	1.09	5.43	100.00
	138.320	71.630	4.940	12.350	54.340	2.470	.000	7.410	291.460
MANITOWOC	47.46	24.58	1.69	4.24	18.64	.85	.00	2.54	100.00
	328.530	139.800	27.960	48.930	97.860	6.990	6.990	27.960	685.020
MARATHON	47.96	20.41	4.08	7.14	14.29	1.02	1.02	4.08	100.00
	141.000	53.580	39.480	62.040	19.740	5.640	2.820	14.100	338.400
MARINETTE	41.67	15.83	11.67	18.33	5.83	1.6	.83	4.17	100.00
	184.000	100.000	24.000	16.000	80.000	.000	.000	20.000	424.000
MARSHFIELD	43.40	23.58	5.66	3.77	18.87	.00	.00	4.72	100.00
	40.600	29.400	23.800	25.200	15.400	2.800	.000	4.200	141.400
MEDFORD	28.71	20.79	16.83	17.82	10.89	1.98	.00	2.97	100.00
	145.440	27.270	18.180	24.240	36.360	3.030	.000	15.150	269.670
RICHLAND	53.93	10.11	6.74	8.99	13.48	1.12	.00	5.62	100.00
	184.500	104.550	159.900	49.280	61.500	.000	6.150	6.150	571.950
ROCK	32.26	18.28	27.96	8.68	10.75	.00	1.08	1.08	100.00
	314.370	104.790	39.920	34.930	59.880	.000	.000	9.980	563.870
SHEBOYGAN	55.75	18.58	7.08	6.19	10.62	.00	.00	1.77	100.00
	239.680	81.320	42.800	29.960	72.760	.000	.000	8.560	475.080
WASHINGTON	50.45	17.12	9.01	6.31	15.32	.00	.00	1.80	100.00
	726.100	260.300	164.400	54.800	219.200	13.700	.000	27.400	1465.900
WAUKESHA	49.53	17.76	11.21	3.74	14.95	.93	.00	1.87	100.00
	3510.530	1253.500	999.850	617.580	916.170	66.630	36.700	248.950	7626.509
TOTAL	46.03	16.44	13.11	8.10	12.02	.59	.45	3.26	100.00

Table 37

Response to: For how many credit hours are you enrolled?

Credit Hours →	LESS THAN 8	(8-11)	(12-15)	MORE THAN 15	N.A.	TOTAL
	129.250	16.500	90.750	77.000	44.000	357.500
BARABOO	36.15	4.62	25.38	21.54	12.31	100.00
	45.320	49.440	135.960	218.360	20.600	469.680
BARRON	9.65	10.53	28.95	46.49	4.39	100.00
	201.000	108.750	239.250	152.250	65.250	768.500
FOND DU LAC	26.42	14.15	31.13	19.81	8.49	100.00
	289.420	69.920	262.200	96.140	87.400	804.080
FOX VALLEY	35.87	8.70	32.61	11.96	10.87	100.00
	17.290	7.410	143.260	113.620	9.880	291.460
MANITOWOC	5.93	2.54	49.15	38.98	3.39	100.00
	104.850	34.950	258.630	251.640	34.950	685.020
MARATHON	15.31	5.10	37.76	36.73	5.10	100.00
	101.520	14.100	126.900	56.400	39.480	338.400
MARINETTE	30.00	4.17	37.50	16.67	11.67	100.00
	68.000	24.000	172.000	124.000	36.000	424.000
MARSHFIELD	16.04	5.66	40.57	29.25	8.49	100.00
	26.600	9.800	47.600	40.600	16.800	141.400
MEDFORD	18.81	6.93	33.66	28.71	11.88	100.00
	33.330	21.210	69.690	99.990	45.450	269.670
RICHLAND	12.36	7.87	25.84	37.08	16.85	100.00
	178.350	92.250	147.600	116.850	36.900	571.950
ROCK	31.18	16.13	25.81	20.43	6.45	100.00
	144.710	74.850	159.680	154.690	29.940	563.870
SHEBOYGAN	25.66	13.27	28.32	27.43	5.31	100.00
	98.440	64.200	205.440	81.320	25.680	475.080
WASHINGTON	20.72	13.51	43.24	17.12	5.41	100.00
	383.600	232.900	540.000	232.900	68.500	1465.900
WAUKESHA	26.17	15.89	37.38	15.89	4.67	100.00
	1822.680	820.280	2606.960	1815.760	560.830	7626.589
TOTAL	23.90	10.76	34.18	23.81	7.35	100.00

Table 38

Response to: Your approximate annual family income (before taxes):

	UNDER 5000	5000-7999	8000-9999	10000-14999	15000-19999	20000-24999	25000-29999	30000 AND OVER	N.A.	TOTAL
	63.250	44.000	30.250	74.250	33.000	19.250	8.250	16.500	68.750	357.500
BARABOO	17.69	12.31	8.46	20.77	9.23	5.38	2.31	4.62	19.23	100.00
	53.560	74.160	41.200	148.320	49.440	24.720	4.120	12.360	61.800	469.680
BARRON	11.40	15.79	8.77	31.58	10.53	5.26	.88	2.63	13.16	100.00
	58.000	72.500	65.250	210.250	166.750	43.500	7.250	21.750	123.250	768.500
FOND DU LAC	7.55	9.43	8.49	27.36	21.70	5.66	.94	2.83	16.04	100.00
	87.400	61.180	78.660	219.500	87.400	69.920	43.700	43.700	113.420	804.880
FOX VALLEY	10.87	7.61	9.78	27.17	10.87	8.70	5.43	5.43	14.13	
	9.880	22.230	29.640	88.920	66.690	14.820	7.410	4.940	46.930	291.460
MANITOWOC	3.39	7.63	10.17	30.51	22.88	5.08	2.54	1.69	16.10	100.00
	48.930	68.930	97.860	230.670	69.900	41.940	27.960	27.960	90.870	685.020
MARATHON	7.14	7.14	14.29	33.67	10.20	6.12	4.08	4.08	13.27	100.00
	28.200	45.120	33.840	98.700	39.480	28.200	8.460	2.820	53.580	338.400
MARINETTE	8.33	13.33	10.00	29.17	11.67	8.33	2.50	.83	15.83	100.00
	52.000	52.000	20.000	96.000	44.000	44.000	.000	52.000	64.000	424.000
MARSHFIELD	12.26	12.26	4.72	22.64	10.38	10.38	.00	12.26	15.09	100.00
	22.400	16.800	16.800	47.600	7.000	15.400	.000	7.000	8.400	141.400
MEDFORD	15.84	11.88	11.88	33.66	4.95	10.89	.00	4.95	5.94	100.00
	39.390	39.390	21.210	42.420	48.480	3.030	6.060	18.180	51.510	269.670
RICHLAND	14.61	14.61	7.87	15.73	17.98	1.12	2.25	6.74	19.10	100.00
	49.200	36.900	49.200	196.800	73.800	30.750	6.150	30.750	98.400	571.950
ROCK	8.60	6.45	8.60	34.41	12.90	5.38	1.08	5.38	17.20	100.00
	29.940	29.940	64.870	219.560	109.780	39.920	9.980	9.980	49.900	563.870
SHEBOYGAN	5.31	5.31	11.50	38.94	19.47	7.08	1.77	1.77	8.85	100.00
	42.800	38.520	51.360	111.280	111.280	21.400	12.840	25.680	59.920	475.080
WASHINGTON	9.01	8.11	10.81	23.42	23.42	4.50	2.70	5.41	12.61	100.00
	68.500	54.800	95.900	342.500	274.000	205.500	137.000	137.000	150.700	1465.900
WAUKESHA	4.67	3.74	6.54	23.36	18.69	14.02	9.35	9.35	10.28	100.00
	451.450	636.470	696.040	2125.770	1181.000	602.350	279.180	410.620	1041.630	7626.509
TOTAL	8.57	8.35	9.13	27.87	15.49	7.90	3.66	5.38	13.66	100.00

Appendix C

Reproduction of Survey Questionnaire

Appendix C: Reproduction of Survey Questionnaire

University of Wisconsin Center System

602 State Street, Madison, Wisconsin 53706

CONFIDENTIAL SURVEY OF STUDENT OPINION

Dear Student:

The University of Wisconsin Center System is interested in what its students think about their present experiences in the Center System educational program.

For this reason, we are conducting a confidential survey of student opinion. Will you please participate in our survey by completing the following brief questionnaire?

The questions can be answered quickly and easily, and this should take only four or five minutes of your time. Your opinions are important to us, and quite frankly, this survey will not be a success without your reply.

The enclosed reply envelope has been numbered only to tell us that you have returned the questionnaire, not to identify you, since this special survey is strictly confidential.

So please help us by returning your questionnaire today in the enclosed postpaid envelope. Thank you.

Cordially yours,

Edward B. Fort
Chancellor

P. S. The questionnaire begins on the reverse side of this letter.

HOW YOU FEEL ABOUT YOUR CENTER

PLEASE TELL US WHETHER OR NOT YOU AGREE WITH THE FOLLOWING STATEMENTS BY CIRCLING THE NUMBER BELOW THE RATING YOU CHOOSE. RATINGS ARE ABBREVIATED AS FOLLOWS:

DN = DEFINITELY NOT; N = NO; ? = NOT SURE; Y = YES; DY = DEFINITELY YES

EXAMPLE: The Center System has fourteen Centers.

DN	N	?	Y	DY
1	2	3	4	(5)

(IF YOU FEEL THAT A QUESTION DOES NOT APPLY OR PERTAIN TO YOU, PLEASE LEAVE IT BLANK)

		DN	N	?	Y	DY	
1a.	Center students have enough voice in faculty and administrative decisions affecting them.	1	2	3	4	5	[8]
b.	In general, students here are given the respect and responsibility of adults.	1	2	3	4	5	[9]
c.	In general, the rules and regulations are pretty relaxed here; people don't feel hassled.	1	2	3	4	5	[10]
2a.	Classes are scheduled at convenient times.	1	2	3	4	5	[11]
b.	At my Center, registration procedures are a real burden.	1	2	3	4	5	[12]
c.	The library resources of the Center are very helpful in my academic work.	1	2	3	4	5	[13]
d.	I have been able to get help I needed in choosing my courses and program.	1	2	3	4	5	[14]
e.	I like the present arrangement that provides cultural events at my Center -- art exhibits, theater, concerts, etc.	1	2	3	4	5	[15]
f.	I have been able to get help at my Center in finding a part-time or temporary job.	1	2	3	4	5	[16]

DN = DEFINITELY NOT; N = NO; ? = NOT SURE; Y = YES; DY = DEFINITELY YES

3a.	In general, the Center I attend is a place where students just go to class; not much else happens there.	DN 1	N 2	? 3	Y 4	DY 5	17
b.	I feel that courses and activities I have participated in at the Center have contributed a lot to my own personal growth.	DN 1	N 2	? 3	Y 4	DY 5	18
c.	The Center offers me enough variety of courses to meet my needs and interests.	DN 1	N 2	? 3	Y 4	DY 5	19
d.	In general, I feel that my Center is doing an excellent job in preparing me for further college work.	DN 1	N 2	? 3	Y 4	DY 5	20
e.	The costs of books and supplies have been a real problem to me.	DN 1	N 2	? 3	Y 4	DY 5	21
4a.	My professors have set standards that are difficult to achieve.	DN 1	N 2	? 3	Y 4	DY 5	22
b.	Most of my professors seem interested in me as an individual.	DN 1	N 2	? 3	Y 4	DY 5	23
c.	Professors and undergraduates at my Center get together often outside the classroom.	DN 1	N 2	? 3	Y 4	DY 5	24
d	In various ways, going to a Center made the change from high school to college easier for me.	DN 1	N 2	? 3	Y 4	DY 5	25

DECISIONS YOU MADE ABOUT GOING TO A CENTER

5a. Who or what first made you consider attending the Center in this community?
(Please check one or all that apply)

A person representing the Center?.....( ) 26
High school counselor?.....( ) 27
High school teacher?.....( ) 28
Parent?.....( ) 29
A Center student?.....( ) 30
A friend or relative other than a parent?..( ) 31
A publication? (brochure, catalog, etc.)..( ) 32
Newspaper article?.....( ) 33
Radio program?.....( ) 34
Television program?.....( ) 35
Other:

_____ 36-
(please describe)

b. I decided to go to this Center because I . . .
(Please check one or all that apply)

Had no other alternative if I wanted to go to college.....( ) 37
Found special courses I particularly wanted to study.....( ) 38
Liked the idea of a small campus.....( ) 39
Knew it would cost me less.....( ) 40
Didn't want to go to work in some boring job.....( ) 41
Wanted to be treated like an individual, not a number.....( ) 42
Was recommended to the Center by someone whose opinion I respect...( ) 43
Wanted to be with my friends who were going to the Center.....( ) 44
Was able to live at home, cutting out room and board fees.....( ) 45
Other:

_____ 46-
(please specify)

YOUR PLANS AND GOALS

6a. After I leave the Center I most likely will . . .

Not take any more college work.....( ) 47
Look for a job.....( ) 48
Attend a private college or private university in Wisconsin.....( ) 49
Enter military service.....( ) 50
Attend an out-of-state college or university.....( ) 51
Attend a trade, technical or vocational school or college.....( ) 52
Attend a University of Wisconsin four-year campus.....( ) 53
Other:

_____ 54-
(please specify)

6b. If you plan to attend a University of Wisconsin four-year campus, which one do you think it will be?

_____ 55:56-
(please specify which four-year campus)

c. I decided to enroll at the Center rather than in a technical or vocational program elsewhere because . . .
(please check one or all that apply)

I felt that my job prospects would be better.....( ) 57
I want a well-rounded education that can be applied in more than one area of life.....( ) 58
Eventually I hope to enter one of the professions (lawyer, doctor, teacher, etc.).....( ) 59
I planned to transfer to a four-year college or university....( ) 60
Other:

_____ 61-
(please specify)

_____

d. Of the following eight goals, please mark your most important goal "1" and your second most important goal "2":

To broaden my intellectual interests and to acquire an appreciation of ideas.....___ 62:63-
To increase my appreciation of art, music and literature.....___
To decide upon an occupation or career and develop the necessary skills.....___
To increase my effectiveness in working with people and in getting along with different kinds of people.....___
To develop my knowledge and interest in community and world problems.....___
To help clarify my moral and ethical values.....___
To acquire knowledge and attitudes basic to marriage and a satisfying family life.....___
To acquire background for further study in some professional or scholarly field.....___

A B O U T Y O U . . . FOR STATISTICAL PURPOSES ONLY, WOULD YOU TELL US SOMETHING ABOUT YOURSELF

7a. Are you now enrolled as a student at a University of Wisconsin Center?

Yes ( ) 1 No ( ) 2 [8]

b. If "Yes," which Center are you attending?

_____ 9:10-
(please specify)

c. Are you: Male ( ) 1 Female ( ) 2 [11]

d. What is your present age? _____ 12:13-

e. Marital status: Single ( ) 1 Married ( ) 2 [14]

f. Are you now living with parents? Yes ( ) 1 No ( ) 2 [15]

g. Are you now employed?

Full-time ( ) 1 Part-time ( ) 2 Not employed ( ) 3 [16]

If you are not employed, please skip to Question 8a below.

h. If employed part-time or full-time, please specify the number of hours per week that you usually work:

_____ 17:18-
No. of hours

i. In what type of business, industry or service is your company or employer engaged? (Please be specific: for example, steel manufacturing, education, textile wholesale, state government, hardware retailing, etc.) If you do not work for an employer, please give your occupation or profession:

_____ [19]

j. What is your title, or position? (For example, partner, machine operator, sales manager, doctor, letter carrier, etc.)

_____ [20]

8a. When do you have your classes?

Mostly mornings ( ) 1 Mostly afternoons ( ) 2 [21]
Mostly evenings ( ) 3 Mostly days and evenings ( ) 4

8b. For how many credit hours are you enrolled? _____ No. credit hours 22:23-

9a. Your approximate annual family income (before taxes):

		24
Under $ 5,000.....( ) 1	$ 15,000 - $ 19,999.....( ) 5	
$ 5,000 - $ 7,999.....( ) 2	$ 20,000 - $ 24,999.....( ) 6	
$ 8,000 - $ 9,999.....( ) 3	$ 25,000 - $ 29,999.....( ) 7	
$ 10,000 - $ 14,999....( ) 4	$ 30,000 and over.....( ) 8	

9b. What do you expect your major field to be? Please mark the one field that seems closest to your expectation. Examples are given in parentheses:

Undecided	( ) 1
Agriculture	( ) 2
Natural resources other than agriculture (ecology, forestry, landscape technology, wildlife management)	( ) 3
Applied arts (photography, fashion, interior design)	( ) 4
Fine arts (sculpture, theater, music)	( ) 5
Architecture	( ) 6
Business (accounting, banking, marketing, secretarial, hotel and restaurant services)	( ) 7
Communication (broadcasting, journalism, public relations, advertising)	( ) 8

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Behavioral sciences (psychology, sociology, anthropology)	( ) 1
Social Sciences (economics, history, political science)	( ) 2
Public Services (police science, public administration, social welfare, transportation, planning)	( ) 3
Liberal Arts and Humanities (languages, literature, ethnic studies, philosophy)	( ) 4
Biological Sciences (biology, botany, physiology)	( ) 5
Physical Sciences (chemistry, physics, geology	( ) 6
Mathematics, Statistics	( ) 7
Engineering	( ) 8

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Technology (data processing, engineering technology, drafting, optics)	( ) 1
Trade and Industry (auto mechanics, plumbing, carpentry, machinist)	( ) 2
Health Services (medical technician, nursing, physical therapy, occupational therapy, speech therapy)	( ) 3
Personal Services (cosmetology, child care)	( ) 4
Home Economics (clothing and textiles, dietetics, home management)	( ) 5
Education (elementary, secondary, college, special)	( ) 6

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Other: _____ 28-
(please specify)

LAST BUT NOT LEAST!

10. Are there any comments or further descriptions of your Center (favorable or unfavorable) that you would like to offer? Can you think of a brief statement that captures the uniqueness or flavor of your Center? Please use the space below for your written comment.

Thank you for your cooperation.

University of Wisconsin Center System

602 State Street, Madison, Wisconsin 53706

Appendix C
Follow-up letter

CONFIDENTIAL SURVEY OF STUDENT OPINION

Dear Student:

Perhaps you recall receiving the enclosed questionnaire in your mail recently.

If you were busy at the time and unable to fill out the questionnaire, would you possibly be able to fill it out now? It takes just a few minutes, and you will be helping us to complete our survey.

My letter attached to the questionnaire explains why the survey is being done and why it is so important for us to have your opinions.

Cordially yours,

Edward B. Fort
Chancellor